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ABSTRACT

The standards established by the Accrediting Commission of Career Schools and Colleges of Technology were examined through mail surveys of samples of current students, graduates, and employers. In addition, administrators of all accredited schools and colleges and the corporate offices of schools that have such offices were asked to rate sections of the 12 standards in the 4 qualities specified in the federal regulation governing approval of accreditation agencies. The response rates obtained were as follows (usable responses/questionnaires sent, response rate): administrators (221/800, 27.6%); current students (386/1,508, 25.6%); graduates (188/1,559, 16.7%); and employers (250/1,559, 18.8%). Sixty percent of the 780 mean ratings received for the 195 specific requirements were 6.00 (on a 7-point scale) or higher, indicating that virtually all the administrators rated them with a 6 or 7. Only 4% were rated below 5, and none were rated below 4 (defined midpoint of the scale). The standards appeared to be producing their intended conditions and outcomes. To questions about the condition of buildings and classrooms, quality of instruction, and accuracy of information received before enrollment, at least three-quarters of current students and usually well over half of graduates and employers gave positive responses. (Fifty-two tables are included. Appended are technical notes that include the study methodology and questionnaires.) (MN)

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An Examination of the Standards Established by the Accrediting Commission of Career Schools and Colleges of Technology

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FOREWORD

The Center on Education and Training for Employment, a unit of the College of Education of The Ohio State University, is pleased to submit this report to the Accrediting Commission of Career Schools and Colleges of Technology. The results presented in this report indicate that the Accreditation Standards established by the Commission are accomplishing their objectives. Substantial majorities of current students and graduates report that the conditions, practices, and policies of accredited schools and colleges reflect the requirements set forth in the standards. Employers report that substantial majorities of the graduates of these schools and colleges were well prepared for the jobs for which they were hired.

Dr. Morgan Lewis, Research Scientist, directed the study and prepared this report. Dr. Lewis has asked me to express his appreciation to two members of the Commission staff for their assistance in the conduct of the study: Ms. Debbie Eggleston, Public Information Officer, served as liaison for the Commission, dealt with contractual matters, and coordinated all requests; Mr. Gilbert Galvan, Research Analyst, produced the lists of graduates and employers used in the surveys, sent e-mail messages to the accredited schools encouraging them to participate in the study, and answered many questions arising from the surveys.

Dr Lewis has also asked me to express his appreciation to the Commissioners for the autonomy that they provided him in the conduct of the study and the preparation of this report. Because of this autonomy, the findings and conclusions presented are Dr. Lewis's and not necessarily those of the Accrediting Commission or the Center on Education and Training for Employment.

W. Michael Sherman
Interim Executive Director
Center on Education and
Training for Employment

EXECUTIVE SUMMARY

Validity is defined by the *American Heritage Dictionary* as, "The state or quality of being valid." Valid, in turn, is defined as follows:

> 1. Well-grounded, sound, supportable: *a valid objective* . 2. Producing the desired results, efficacious: *valid methods*. . . . (Morris 1978, p.1414)

The most difficult question of the present study was what criteria should be used to determine if the standards established by the Accrediting Commission of Career School and Colleges of Technology (ACCSCT) have the qualities in this definition? Are the standards producing the desired results? Our decision was to review all the standards and to identify conditions, experiences, and outcomes about which current and former students and their employers could reasonably be expected to have information and attitudes. These standards are intended to produce "desired results," and the questions ask whether these results were achieved.

Mail surveys were conducted with current students, graduates, and employers of these graduates. The procedures followed to conduct these surveys are described in the appendix labeled *Technical Notes*. This appendix discusses the numbers in the original samples, the response rates, and analyses of the internal consistency, reliability, of the data obtained. Copies of the questionnaires used in the surveys are also appended.

Surveys were also conducted with administrators of all accredited schools and colleges and of the corporate offices of schools that have such offices. These administrators were asked to rate sections of the 12 standards on the four qualities specified in the federal regulation governing approval of accreditation agencies [10 U.S.C. 1099b.Sec. 602(b)(5) and (6)]. Each numbered paragraph in a given set was rated on the following qualities:

- How essential it is to evaluating the quality of education and training provided by a school
- How relevant it is to the education and training needs of students
- How valid it is as a measure of the aspects of educational quality it is intended to measure
- How consistently it can be applied to provide a reliable basis for determining the educational quality of different institutions.

The 12 standards were divided into nine sets so that no administrator was asked to evaluate more than three pages of the standards. The ratings were made on a seven-point scale with the lowest rating 1 defined as "Not at all

[essential, relevant, etc.]" and 7 defined as "Completely [essential, relevant, etc.]."

The report is organized by the standards with a separate section of the report, equivalent to a chapter, presenting the results for each standard. Each of the sections has the same organization. Each starts with a brief explanation of the purpose of the standard. This is followed by an overview of the results from the surveys that are relevant to the standard. For all standards except I and XII, results from the surveys of current students and graduates are presented and for some standards also results from employers. Standards I and XII did not yield any questions that could be directed to these three groups.

After the overview of the results, the actual tables containing the full results are presented. The paragraphs in the standards from which the survey questions were developed are quoted in bold type, and the questions used in the surveys and the results they yielded follow the paragraphs. The tables are labeled with the numbers of the paragraphs in the standards from which the survey questions were developed.

Each section ends with the a table presenting the administrators' mean ratings of the numbered paragraphs in each standard. Ratings less than 6.00 are shaded in these tables to indicate those requirements that received less than a very strong endorsement from the administrators who rated them.

Conclusions

The standards cover a wide variety of topics, and it is difficult to summarize all the findings that follow. The following conclusions represent broad generalization that can with confidence be applied to all the standards. The conclusions are presented in italics and followed with a brief summary of the pattern of results on which they are based.

1. ***The specific requirements (the numbered paragraphs) within each standard are supported by the administrators who rated them. A majority of the standards received very strong support.***

   There are 195 specific requirements in the 12 standards. Each of these was rated four times yielding 780 mean ratings. Sixty percent of these means (472) were 6.00 or higher, indicating that virtually all the administrators gave them the two highest ratings, 6 or 7. Only 4 percent of the means (34) were below 5.00, and none were below 4.00, the defined midpoint of the scale.

2. ***The standards are producing the conditions and outcomes they are designed to produce.***

For questions about the condition of buildings and classrooms, the quality of instruction, the accuracy of information received prior to enrollment, etc., three-quarters or more of current students gave positive responses, with typically a majority choosing the most positive responses. Graduates and employers were less likely to give the most positive responses, but usually well over half of both these groups chose the two positive responses.

STANDARD I. CRITERIA FOR ELIGIBILITY

Standard I ". . . establishes criteria which a school must meet in order to be considered for Commission review" (Standards of Accreditation in effect as of December 31, 1998, p.1). None of these criteria relate directly to experiences or conditions about which students or employers would have information, consequently no survey questions for current students, graduates, or employers were developed from this standard.

There are eight numbered paragraphs in this standard which administrators rated on the four qualities discussed in the Executive Summary. Eight paragraphs, each of which was rated four times yielded 32 mean ratings. All of these means are above 6.00, indicating a high level of endorsement from all the administrators. Table I presents the means and standard deviations of these ratings.

TABLE I. CRITERIA FOR ELIGIBILITY

Mean Ratings and Standard Deviations (S.D.) of Qualities Specified in the Federal Regulations

Standard	Essential		Relevant		Valid		Consistent	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
I. A. Eligibility Requirements	6.33	.82	6.04	1.12	6.29	.86	6.50	.66
I. B. 1. Free standing	6.17	1.20	6.04	1.23	6.13	1.08	6.29	1.04
I. B. 2. More than one	6.08	1.50	6.00	1.50	6.00	1.41	6.33	1.27
I. C. 1. Administrative	6.58	.65	6.63	.65	6.46	.88	6.54	.88
I. C. 2. Resources	6.71	.62	6.67	.64	6.54	.78	6.38	.82
I. C. 3. Buildings	6.50	.83	6.42	.83	6.38	.88	6.42	.72
I. C. 4. Courses	6.96	.20	6.92	.28	6.75	.85	6.71	.62
I. D. Primary Objective	6.67	.82	6.58	.88	6.46	1.10	6.46	.93

Note: Statistics are based on 24 respondents.

STANDARD II. PROGRAM REQUIREMENTS

Standard II is the longest of the 12 standards. For the survey of administrators, it was divided into two parts so that no administrator had to evaluate more than three pages of requirements. This section presents the results for both parts. The first part included 20 numbered paragraphs through II. B.1.g, and the second part, which started with II B.2, included 28 numbered paragraphs. These paragraphs establish the framework for program delivery. Each of the numbered paragraphs was rated on the four qualities discussed in the Executive Summary. Four ratings times 48 paragraphs yielded 192 ratings. The means of these ratings are presented at the end of the section.

Each of the paragraphs in the standard was reviewed to identify conditions, experiences, or outcomes about which current and former students and their employers could reasonably be expected to have information and attitudes. Any paragraphs with these qualities were the sources for the survey questions.

Nine survey questions were derived from the paragraphs in Standard II. Some of these were asked only of current students, most were asked of both current students and graduates, and a few were also asked of employers. Seven of the eight questions came from the first part, the first 20 numbered paragraphs. The second part, which consisted of 28 numbered paragraphs yielded only two questions on English as a Second Language (ESL) programs, and only nine current students and eight graduates reported that they had taken such programs. There were so few ESL respondents that tables are not presented for these questions. Instead there is a brief summary of the answers.

Following an overview of the results yielded by the survey questions, the actual wording of the paragraphs that were the basis of the questions are quoted. The standards are followed by the questions used in the surveys of current students, graduates, and employers. Tables then present the results yielded by the questions. The results from the survey of administrators completes the report on each standard.

Overview of Results

Table 2.A1 presents results from current students, graduates, and employers on their assessment of the appropriateness of the length of the programs the students studied. (The tables are numbered with the number of the paragraphs in Standard II on which the survey questions are based.) The results in this table are typical of most other tables: three-fourths or more of

the current students endorse the most positive response(s), half or more of the graduates endorse the most positive response(s), the employers' responses tend to be similar to the graduates, sometimes a little more positive, sometimes a little less.

In this particular table, 2.A1, the middle response "length was just right" was the most positive. This was endorsed by 80 percent of current students, 64 percent of graduates, and 70 percent of employers who answered the question. Eleven percent of current students did not answer because they said they had not been in their programs long enough to know if the length was appropriate. Fourteen percent of employers said they had no knowledge of length or did not answer this question.

Most of the remaining questions do not have all three respondent groups. Most compare the answers of current students and graduates about conditions in their programs, and some compare graduates and employers answers about how well prepared students were for their jobs. The main results from each of the other tables are summarized briefly.

Table	Main Results
2.A3a	Half of the graduates felt that all or most of the things they had studied were similar to what they did on the job. Almost half of the employers (47%), thought the graduates training had taught all or most of the skills and knowledge needed for the job.
2.A3b	Almost half of the graduates (45%) felt that all or most of the equipment they used on the job was similar to that they had studied. Over half of the employers (54%) felt the graduates were familiar with all or most of the equipment they used.
2.A3	Almost all current students (91%) felt their schools had sufficient equipment so they always or usually got the practice they needed. Almost three-fourth (71%) of graduates gave the same responses.
2.A3d	Over four out of five (82%) current students reported their schools always or usually require safety devices to be used. Some students that gave less positive answers noted that this question was not relevant to their school or program.
2.A5, B1g	The percentages of current students reporting the hours at their libraries/resource centers are always or usually adequate and that assistance at the library was always or usually available were essential identical, 86 and 87 percent.

2.A5 The percentage of current students reporting they could always or usually find what they need at their libraries/resource centers was almost identical with the percentages for hours and assistance, 85 percent. The percentage of graduates giving these answers was a little lower, 63 percent.

2.A6 More graduates than current students reported having externship/internships, 21.3 percent compared to 10.6 percent. As the current students progress through their programs, more will have this experience. Virtually all the graduates (95%) and current students (85%) reported having a written plan for their externship/ internship. The percentages reporting a regular employee who acted as mentor were somewhat lower, 80 percent for graduates and 74 percent for current students.

Following the tables of the survey questions derived from Standard II are tables presenting the mean ratings of the numbered paragraphs in the standard on the four qualities specified in the federal regulations. These ratings represent administrators' assessments of the degree to which the specific requirements set forth in Standard II reflect these qualities.

The ratings were made on a scale from 1 to 7 with 7 being the highest possible. With 48 numbered paragraphs each being rated four times, the total number of mean ratings in the tables is 192. All means less than 6.00 are shaded. Of the 192 means, 106 or a little over one-half (55%) are under 6.00. Only 14, of the means are less than 5.00, and none is below the defined midpoint of the scale, 4.00.

These are the paragraphs with means below 5.00:

- II.A.5, holdings in the library/resource center, all four means less than 5.00.
- II.B.1.b, degree program measured in quarter or semester hours, all four means less than 5.00. This paragraph received the lowest mean ratings on all four qualities, and its validity received the lowest mean rating of any paragraph in any standard, 4.05.
- II.B.1.e and II. B.1.f, limiting the number of semester hours to be granted by another institution and awarding of credit to students in attendance when the school becomes degree granting, the essential and validity ratings below 5.00.
- II.A.1 and II.B.1.g, on program length and maintaining a library/resource center, both had consistently applied ratings less than 5.00.

This section now presents the tables with the results summarized in this overview.

Tables

II. A. 1. Program Length
The length of each program offered by the school is appropriate to enable students to achieve the program objectives and to acquire the knowledge and skills necessary for initial employment in the field for which training is provided.

Current Student: Is the program you are studying the right length for you to learn what you will need to know to get a job that will be related to your training?
Graduate: Was the program you studied the right length for you to learn what you needed to know to get a job that was related to your training?
Employer: Was the program this employee studied the right length to teach the skills needed for initial employment with your company?

Table 2.A1: Ratings of Whether Program Is [Was] of Right Length by Current Students, Graduates, and Employers

Ratings	Percent		
	Current	Graduates	Employer
Length was much too long	0.9	0.5	0.5
Length was too long	5.3	8.1	1.9
Length was just right	80.4	63.8	70.1
Length was too short	12.0	24.3	22.0
Length was much too short	1.5	3.2	5.6
Base numbers for percentages	341	185	214

Note: The base number for current students excludes 44 who reported they had not been in the program long enough to answer the question. The base number for employers excludes 36 who did not answer this question.

II. A. 3. Instructional Materials and Equipment
a. Instructional materials are sufficiently comprehensive and reflect current occupational knowledge and practice.

Graduate: When you started working, how similar were the things you had studied to what you were asked to do on the job?
Employer: When this employee was initially hired, how well had his/her training taught the knowledge and skills needed for the job?

Table 2.A3a: Ratings of Similarity between Things Studied and What Is Done on the Job by Graduates and Employers

Ratings	Percent	
	Graduates	Employer
Everything was similar [all]	13.8	4.1
Most things were similar [most]	36.5	43.1
About half was similar [about half]	23.2	31.7
A few things were similar [a little]	19.3	16.3
None of the things were similar [none]	7.2	4.9
Base number for percentages	181	246

Note: Complete employer answer options were "Training taught"[word in brackets] of the needed skills and knowledge.

II. A. 3. Instructional Materials and Equipment
b. Instructional equipment is similar to that found in common occupational practice and includes teaching devices and supplemental instructional aids appropriate to the subject.

Graduate: When you started working, how similar did you find the equipment you used on the job to the kind that you had studied and used in your classes?
Employer: When originally hired, how familiar was this employee with the equipment he/she needed to use?

Table 2.A3b: Ratings of Similarity between Equipment in Classes and on the Job by Graduates and Familiarity with Equipment by Employers

Ratings	Percent	
	Graduates	Employer
All was similar [Familiar with all]	14.3	9.7
Most was similar [Familiar with most]	30.8	44.1
About half was similar [Familiar with some[	20.3	26.3
A little was similar [A little familiar]	24.7	13.4
None was similar [Not familiar with any]	9.9	6.5
Base number for percentages	182	247

Note: Employer answer options are in brackets.

II. A. 3. Instructional Materials and Equipment
c. Sufficient equipment and learning stations are provided to allow each student adequate scheduled time for practice.

Current Student and Graduate, identical except for verbs: Does [Did] your school have sufficient equipment for you to get the amount of practice in the use of the equipment that you need[ed]?

Table 2.A3: Ratings of Sufficient Equipment to Allow Students to Get Practice Need[ed], Current Students and Graduates

Ratings	Percent	
	Current	Graduates
Always get [got] practice I need[ed]	58.5	27.8
Usually get [got] practice I need[ed]	32.4	43.9
Sometimes get [got] practice I need[ed]	5.4	17.1
Rarely get [got] practice I need[ed]	3.4	10.2
Never get [got] practice I need[ed]	0.3	1.1
Base number for percentages	386	187

Note: Graduate answer options are in brackets.

II. A. 3. Instructional Materials and Equipment
d. All machinery and equipment is properly maintained and provided with proper safety devices, which are in working order and used whenever the machinery and equipment is operated.

Current Student: How often does your school require that safety devices be used when equipment is operated?

Table 2.A3d: Ratings of How Often School Requires Safety Devices to be Used, Current Students, Only

Ratings	Percent
	Current
Always	75.0
Usually	6.9
Sometimes	7.6
Rarely	2.1
Never	8.3
Base number for percentages	144

Note: This question was included only in the Current Student 1 questionnaire, and 14 students did not answer it, some noting that it did not apply to their school or program.

II. A. 5. Library/ Resource Center
Adequate library facilities and resources are provided and must be accessible to students beyond classroom hours.

Current Student: Does the library/resource center have enough hours to allow you to get there outside of class hours?

II. B. Degree Programs, 1. General Requirements
g. The school shall maintain a library/resource center supervised by a staff member who demonstrates competence to provide oversight and management. . . . Appropriate assistance shall be available to the students by qualified staff personnel.

Current Student: If you need assistance in the library/resource center, how easy is it to get someone to help you?

Table 2.A5, B1g: Ratings of Adequacy of Hours and Availability of Assistance at Library/Resource Center, Current Students Only

Ratings	Percent	
	Hours	Assistance
Hours/Assistance always adequate/available	53.6	53.7
Hours/Assistance usually adequate/available	32.4	33.2
Hours/Assistance sometimes adequate/available	8.6	9.5
Hours/Assistance rarely adequate/available	2.7	1.4
Hours/Assistance not at all/never adequate/available	2.7	2.2
Base number for percentages	222	367

Note: Questions on hours was included only in Current Student 2 questionnaire. Eight respondents did not answer the hours question and 19 did not answer the assistance question, some noting their school did not have a library/resource center.

II. A. 5. Library/ Resource Center, continued
Holdings, such as texts, reference books, multi-media, and other materials, must be current, relevant to the programs offered, and sufficient to address the subjects taught and the needs of the student body.

Current Student and Graduate, identical except for verbs: When you go [went] to the library/resource center, how often can [could] you find what you need[ed] for your classes?

Table 2.A5: Ratings of How Often Current Students and Graduates Can [Could] Find What They Need[ed] in Library/Resource Center

Ratings	Percent	
	Current	Graduate
Always find [found] what I need[ed]	34.0	15.7
Usually find [found] what I need[ed]	51.0	47.2
Sometimes find [found] what I need[ed]	10.1	20.1
Rarely find [found] what I need[ed]	3.3	8.8
Never find [found] what I need[ed]	1.6	8.2
Base number for percentages	365	159

Note: Twenty-one current students and 29 graduates did not answer this question, some noting their school did not have a library/resource center.

II. A.6 Externships/Internships

. . . Externships/internships should be based on a written training plan which specifies the students's goals, as well as the experiences and applications to be accomplished. The training plan must designate an on-site supervisor who will guide and oversee the students' learning experiences and participate in the students' evaluations.

Current Student and Graduate, identical: Was there a written plan for your internship/externship? If Yes, a. Did the plan specify a regular employee who acted as a mentor and participated in your evaluation?

Table 2.A6: Current Students and Graduates Reporting Externships/Internships, Percent Reporting Written Plan and Regular Employee as Mentor

Externship/Internship Experiences	Percent	
	Current	Graduates
Those who had externships/internships (as % of total responding)	10.6	21.3
Base numbers for percentages	386	188
The following percentages are based on the number reporting externships/internships		
Reporting written plan	85.4	95.0
Reporting regular employee who acted as mentor	73.5	80.0
Base numbers for percentages	41	40

II. C. English as a Second Language
2. Criteria for Recognition
c. Instruction must be conducted primarily in English and must include a variety of teaching methods and materials.

II. C. 2. e. All students enrolled in an ESL program must be tested in English proficiency prior to the start of the program and upon conclusion of the program. The test scores must be measured against stated exit goals (e.g., a specific grade level). Schools must use nationally recognized tests with established norms (e.g., Test of English as a Foreign Language (TOEFL); Test of Written English (TWE); or Test of Spoken English (TSE) or any other test acceptable to the Commission). Prior to the start of a program the test must be administered by a qualified, independent third party.

Current Student: Answer these question only if you are taking or have taken an English as a Second Language (ESL) program. How much of the instruction in your ESL program is [was] in English?
Graduate: Answer these question only if you took an English as a Second Language (ESL) program. How much of the instruction in your ESL program was in English?

Current Student: Were you tested at the start of your ESL program?
Graduate: Were you tested at the start of your ESL program?
a. Were you tested at the end?

Only nine current students and eight graduates reported taking ESL programs. Because of these low numbers, tables were not prepared.

Among the current students, six of the nine reported most or all of their instruction was in English and four reported they were tested at the start of their program. Among the graduates, only one answered the question on how much instruction was in English and that person said all was. Eight graduates answered the question on testing at the start of their program and five said they were tested. Seven graduates answered the question on testing at the end, and three said they were tested.

TABLE II. PART 1, PROGRAM REQUIREMENTS A. 1. THROUGH B. 1. g.

Mean Ratings and Standard Deviations (S.D.) of Qualities Specified in the Federal Regulations

Standard	Essential		Relevant		Valid		Consistent	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
II. A. 1. Program length	5.69	1.42	5.90	1.40	5.17	1.91	4.86	2.07
II. A. 2. Program organization	6.48	.83	6.41	.87	6.21	1.05	6.21	1.15
II. A. 3. a. Instructional materials	6.21	.94	6.34	.81	6.17	1.00	5.72	1.41
II. A. 3. b. Equipment similar	6.21	.86	6.14	1.03	5.93	1.07	5.69	1.42
II. A. 3. c. Sufficient equipment	6.55	.74	6.52	.74	6.24	1.30	5.83	1.56
II. A. 3. d. Maintenance, safety	6.10	1.72	6.00	1.87	5.93	1.87	5.79	1.90
II. A. 4. Advisory Committee	5.36	1.79	5.39	1.77	5.21	1.69	5.18	1.87
II. A. 4. a. Annual review	5.41	1.84	5.28	1.85	5.31	1.79	5.31	1.87
II. A. 4. b. New program	5.17	1.93	5.10	1.92	5.17	1.83	5.24	1.86
II. A. 4. c. Student outcomes	5.17	1.81	5.17	1.79	5.14	1.73	5.17	1.75
II. A. 5. Library/Resource Center	4.59	1.62	4.72	1.62	4.69	1.51	4.59	1.88
II. A. 6. Externships/Internships	5.38	1.66	5.59	1.59	5.38	1.76	5.03	2.01

Note: Statistics for Standards II. A.1 through II.A.6. are based on 29 respondents.

Mean ratings less than 6.00 are shaded.

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TABLE II. PART 1, PROGRAM REQUIREMENTS A. 1. THROUGH B. 1. g., Continued

Mean Ratings and Standard Deviations (S.D.) of Qualities Specified in the Federal Regulations

Standard	Essential		Relevant		Valid		Consistent	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
II. B. Degree Programs	6.20	.83	6.20	.83	6.05	.94	5.55	1.36
II. B. 1. a. Commission approval	5.76	1.70	5.90	1.67	5.81	1.63	5.62	1.72
II. B. 1. b. Quarter or semester	4.14	2.24	4.29	2.10	4.05	2.25	4.29	2.22
II. B. 1. c. High school diploma	5.57	1.80	5.43	1.99	5.57	1.80	5.86	1.59
II. B. 1. d. Transfer credit	5.24	1.70	5.48	1.44	5.29	1.76	5.14	1.82
II. B. 1. e. 30 semester hours	4.90	1.67	5.29	1.49	4.76	1.73	5.14	1.68
II. B. 1. f. Appropriate credit	4.90	1.87	5.05	1.88	4.81	1.86	5.38	1.56
II. B.1.g. Library/resource center	5.19	1.60	5.24	1.61	5.14	1.59	4.52	1.78

Note: Statistics for Standards II. B. through II.B.1.g., are based on 21 respondents. Eight respondents reported their schools did not have degree programs, and they did not feel qualified to rate the standards.

Mean ratings less than 6.00 are shaded.

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TABLE II. PART 2, PROGRAM REQUIREMENTS B. 2. THROUGH C. 2. I.
Mean Ratings and Standard Deviations (S.D.) on Qualities Specified in the Federal Regulations

Standard	Essential		Relevant		Valid		Consistent	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
II. B. 2. Minimum hours	6.52	.73	6.48	.73	6.27	.88	6.22	1.35
II. B. 2. a. 1. Occupational hours	6.52	.59	6.52	.59	6.09	1.02	5.91	1.44
II. B. 2. a. 2. Occupational title	5.91	1.24	5.96	1.07	5.91	1.11	5.35	1.80
II. B. 2. b. 1. Required courses	6.09	1.38	5.87	1.39	5.86	1.28	5.78	1.48
II. B. 2. b. 2. Two years	6.65	.65	6.70	.63	6.41	1.10	6.30	1.49
II. B. 2. b. 3. Division of hours	6.30	.76	6.26	.81	6.09	.87	6.00	1.38
II. B. 2. b. 4. Library supervision	5.48	1.47	5.39	1.56	5.32	1.62	5.09	1.76
II. B. 3. a. High school diploma	6.65	.65	6.70	.63	6.55	.74	6.35	1.37
II. B. 3. b. Distinct levels	5.78	1.04	5.87	1.06	5.70	1.11	5.57	1.50
II. B. 3. c. Minimum hours	6.57	.90	6.52	.95	6.26	1.10	6.30	1.49
II. B. 3. d. Minimum years	6.30	1.11	6.26	1.14	6.17	1.15	6.17	1.53
II. B. 3. e. Division of hours	6.57	.51	6.43	.59	6.13	.87	6.30	1.26
II. B. 3. f. Library supervision	6.17	1.27	6.13	1.25	6.04	1.26	5.91	1.83
II. C. English Second Language	6.33	1.20	6.05	1.56	6.05	1.36	5.71	1.76
II. C. 1. a. Front-loaded program	6.14	.96	5.86	1.46	5.86	1.49	5.62	1.91
II. C. 1. b. Integrated program	5.38	1.72	5.14	1.93	5.10	1.87	5.14	2.20

Note: Statistics for Standards II. B.2. through II.B.3.f. are based on 23 respondents. Mean ratings less than 6.00 are shaded.

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TABLE II. PART 2, PROGRAM REQUIREMENTS B. 2. THROUGH C. 2. I., Continued

Mean Ratings and Standard Deviations (S.D.) on Qualities Specified in the Federal Regulations

Standard	Essential		Relevant		Valid		Consistent	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
II. C. 1. c. Stand-alone program	5.76	1.41	5.48	1.72	5.52	1.33	5.67	1.83
II. C. 2. a. Objective of ESL	6.10	1.34	5.81	1.63	6.05	1.32	5.38	2.04
II. C. 2. b. Secondary objectives	5.38	1.63	5.33	1.85	5.62	1.66	5.29	1.95
II. C. 2. c. English instruction	6.10	1.41	6.14	1.39	6.24	1.22	5.90	1.79
II. C. 2. d. Level of curricula	6.24	.89	6.00	1.34	6.14	.91	6.00	1.45
II. C. 2. e. Tested proficiency	6.33	1.35	6.05	1.72	6.24	1.18	6.00	1.90
II. C. 2. f. Program length	5.29	1.74	5.14	1.85	5.19	1.63	5.57	2.11
II. C. 2. g. Instructors	6.48	.75	6.33	1.35	6.38	.86	6.33	1.43
II. C. 2. h. 1.Meet requirements	5.76	1.79	5.52	1.86	5.62	1.66	5.52	2.04
II. C. 2. h. 2. Can qualify	6.00	1.34	5.90	1.70	5.81	1.44	5.71	1.71
II. C. 2. h. 3. Possess job skills	6.33	1.24	6.00	1.58	5.81	1.21	5.67	1.65
II. C. 2. i. Same services	6.38	.92	6.24	1.41	6.24	1.14	6.00	1.45

Note: Statistics for Standards II.C. through II.C.2.i. are based on 21 respondents. Two respondents reported their schools did not have ESL programs, and they did not feel qualified to rate the standards.

Mean ratings less than 6.00 are shaded.

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STANDARD III. FACULTY

This standard establishes the requirements that faculty must meet for a school to be accredited. There are 12 numbered paragraphs in this standard which were rated by administrators on the four qualities specified in the federal regulations. Three questions directed to current students and graduates were developed from four of the numbered paragraphs. Paragraphs III.B and III.C.1 are almost identical except III.B refers to certificate and diploma programs and requires a minimum of two years of practical work experience while III.C.1 refers to degree programs and requires a minimum of three years of experience. The same question was used for both of these paragraphs.

Overview of Results

An initial analysis compared current students and graduates in programs of 18 months or less to their counterparts in programs of 19 months or longer, using these lengths as the definition of certificate/diploma and degree programs. The results were nearly identical for both program lengths. Consequently, the combined data are shown in Table 3.B,C1. A brief summary of the results from the three questions follows:

Table	Main Results
3.A2	Four out of five current students (81%) and almost two-thirds of graduates (62%) thought their schools had adequate numbers of instructors.
3.A3	Almost all current students (91%) felt they had good working relationships with all or most of their instructors. The comparable figure among graduates was 71 percent.
3.B, C1	Almost all current students (92%) rated the teaching ability of their instructors as good or very good. The comparable figure among graduates was 62 percent. Almost one-third (32%) of graduates rated teaching ability as average.

The administrators' 48 ratings of the12 numbered paragraphs yielded 14 with means below 6.00 but none below 5.00. The means below 6.00 are shaded in Table III. The paragraphs that yielded means below 6.00 on all four ratings were III.A.5 on retention of staff, and III.C.3 that requires the majority of instructional hours to be taught by full-time faculty.

The tables containing the results summarized above follow.

III. A. General Requirements
2. The instructional staff is sufficient in number to serve the number of students enrolled.
Current Student and Graduate identical, excepts for verbs: Does [Did] your school have an adequate number of instructors to teach the skills you are [were] studying?

Table 3.A2: Ratings of Adequacy of Numbers of Instructors, Current Students and Graduates

Ratings	Percent	
	Current	Graduates
School has [had] more instructors than it needs [ed]	2.3	3.2
School has [had] enough instructors	80.6	61.5
School needs [ed] more instructors	15.1	26.7
School needs [ed] far more instructors	2.1	8.6
Base numbers for percentages	386	187

III. A. General Requirements
3.The instructional staff maintains a satisfactory working relationship with students.
Current Student and Graduate identical, excepts for verb: With about how many of your instructors would you say you have [had] a good working relationship?

Table 3.A3: Ratings of Instructors With Whom Current Students and Graduates Felt They Have [Had] Good Working Relationships

Ratings	Percent	
	Current	Graduates
All	60.7	32.4
Most	30.7	38.8
About half	3.6	12.2
A few	4.7	16.0
None	0.3	0.5
Base number for percentages	384	188

III. B. Certificate and Diploma Programs
Instructors shall have a minimum of two years of practical work experience or equivalent training in the subject being taught; are trained to teach; and are able to demonstrate up-to-date knowledge and continuing study of their particular occupational field.

III. C. Degree Programs
1. Instructors for technical courses shall have a minimum of three years of practical work experience or equivalent training in the field being taught; are trained to teach; and are able to demonstrate a command of theory and contemporary technical knowledge and continuing study of their particular field.

Current Student and Graduate identical, excepts for verb: How good are [were] your instructors at teaching and explaining the skills you are studying?

Table 3.B,C1: Ratings of Instructors' Abilities to Teach and Explain, Current Students and Graduates

Ratings	Percent	
	Current	Graduates
Very good	64.3	27.1
Good	27.8	34.6
Average	5.2	31.9
Poor	1.3	3.7
Very poor	1.3	2.7
Base number for percentages	230	188

Note: This question was included in the Current Student 2 questionnaire, not in the Current Student 1 version.

TABLE III. FACULTY

Mean Ratings and Standard Deviations (S.D.) of Qualities Specified in the Federal Regulations

Standard	Essential		Relevant		Valid		Consistent	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
III. A. 1. Certified or licensed	6.83	.48	6.79	.51	6.71	.62	6.71	.69
III. A. 2. Sufficient numbers	6.71	.62	6.67	.64	6.58	.83	6.54	.78
III. A. 3. Working relationship	6.58	.83	6.54	.83	6.46	.98	6.08	1.18
III. A. 4. Plan self-improvement	6.00	1.10	5.88	1.23	5.75	1.26	5.88	1.33
III. A. 5. Retention	5.79	1.22	5.83	1.27	5.58	1.41	5.92	1.28
III. A. 6. Director of education	6.08	1.53	6.13	1.48	6.00	1.50	6.46	1.28
III. B. Certificate and Diploma	6.54	.66	6.58	.65	6.50	.83	6.58	.72
III. C. 1. Work experience	6.65	.57	6.78	.42	6.70	.56	6.57	.79
III. C. 2. General, baccalaureate	5.90	1.48	5.95	1.36	5.80	1.47	6.00	1.41
III. C. 3. Full-time faculty	5.85	1.42	5.75	1.62	5.75	1.52	5.95	1.23
III. C. 4. Degree, baccalaureate	6.45	.89	6.35	.88	6.30	.86	6.40	.82
III. C. 5. Graduate degree	5.60	1.76	5.55	1.76	5.45	1.88	6.05	1.43

Note: Statistics for Standards III. A.1 through III.B. are based on 24 respondents. Statistics for III.C.1 through III.C.5. are based on 20 respondents. Four respondents reported their schools did not have degree programs and they did not feel qualified to rate the standards.

Mean ratings less than 6.00 are shaded.

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STANDARD IV. STUDENT RECRUITMENT

This standard requires schools to provide full and accurate information to prospective students so that informed decisions can be made without undue pressure. The standard also specifies some practices that schools are not to engage in. This is the second longest standard containing 40 numbered paragraphs that were each rated on four qualities by administrators. From these 40, nine survey questions applicable to current students were developed.

An additional question for current students based on paragraph C.3 from Standard VIII was combined with the nine from Standard IV. This question asked if extra charges and costs incidental to training were explained to the prospective student.

Standard IV also led to three questions for both current students and graduates and one question on truthfulness of advertising for these two groups plus employers. A summary of the results from these questions follows.

Overview of Results

Current students were asked: "Before they chose your school, did you talk with someone from the school who described the programs and gave you reasons why you should enroll there?" Nine out of ten current students (89%) answered that they had talked with someone. Those who answered "Yes" were directed to a series of questions about the information they received and recruiting practices that are specifically prohibited. Their answers are presented in Table 4.A7-A19,8C3. This table contains the results relevant to nine numbered paragraphs from Standard IV and one paragraph from Standard VIII. Virtually all the students (95%) said the information they received from the school was complete and accurate, but less than three-quarters (72%) said they were told about extra charges, in addition to tuition.

The incidence of prohibited practices such as offering cash for enrolling, contacting near a welfare or unemployment office, or saying negative things about other schools, were all below 3 percent except for two. Eight percent said the person they talked with made promises about employment, and 46 percent said the person they talked with helped them fill out financial aid forms. The percentage for financial aid is so out of line with the others that it appears the students were referring to a financial aid officer. The word *recruiter* was not used in the questionnaire. The questionnaire referred only to "someone from the school" and "the person you talked with." It seems highly likely the students who said someone from the school assisted them with financial aid forms were referring to financial aid staff.

The three questions addressed to current students and graduates concerned documents they should have received when they enrolled, specifically a receipt for money given the school, a signed enrollment agreement, and a catalog listing current programs. Table 4.A15-16, B2, C4 shows that 92 percent or more of both current students and graduates reported they received these documents.

The final question concerned the truthfulness of school advertising. The results in Table 4.D1 show nine out of ten current students (91%) and two-thirds of graduate and employers (66%) rated advertising completely or mostly accurate. The current students were, of course, rating the advertising of the schools they were attending. The graduates and employers were rating the schools identified in the cover letters sent to them.

The 40 numbered paragraphs in Standard IV yielded 160 mean ratings which are presented in Table IV. Twenty-three of the means (14%) are below 6.00, and three are below 5.00. All three below 5.00 are for paragraph IV.A.2, which states that schools under common ownership may employ a single recruiter. Administrators may have been interpreting this to mean may employ *only* a single recruiter. Means below 6.00 are shaded in the table.

The ratings of the consistency with which Standard IV can be applied are generally higher than those for the other three qualities. This is contrary to the pattern for the other standards. The practices required or prohibited in Standard IV are for the most part highly visible, and as a result, the administrators seem to feel they can be more consistently applied than most other standards. The tables that contain the results summarized above follow.

Tables

A. Recruitment
IV. A. 7. A school shall ensure that its recruiters do not make false or misleading statements about the school, its personnel, its training, its services, or its accredited status.
IV. A. 8. A school shall not permit its recruiters or other school personnel to recruit prospective students in or near welfare offices, unemployment lines, food stamp centers, homeless shelters, or other circumstances or settings where such persons cannot reasonably be expected to make informed and considered enrollment decisions.
IV. A. 9. A school may not make explicit or implicit promises of employment to prospective students.

IV. A. 10. A school shall not permit the payment of cash or other consideration to any student or prospective student as an inducement to enroll.
IV. A. 11. A school shall not permit its recruiters to assist prospective students in completing application forms for financial aid.
IV. A. 18.School personnel do not discredit other schools by: falsely imputing to them dishonorable conduct, inability to perform contracts, or questionable credit standing; making other false representations; falsely disparaging the character, nature, quality, value or scope of their program of instruction or services; or demeaning their students.
IV. A. 19. School personnel do not knowingly influence any student to leave another school or encourage a person to change plans after signing an enrollment application and paying the registration fee of another school.
VIII. C. Tuition Policies, 3. All extra charges and costs incidental to training are disclosed to the prospective student before enrollment.

Current Student Before you choose your school, did you talk with someone from the school who described the programs and gave you reasons why you should enroll there?

Table 4.A7-A19, 8C3: Accuracy of Recruitment Information and Reported Occurrence of Prohibited Practices, Current Students Only

Information and Practices	Percent
Talked with someone from the school before enrolling	89.2
Information about the school was complete and accurate	95.0
Extra charges and cost of training-in addition to tuition-were explained before enrollment	71.5
Did the person student talked with:	
Make contact near a welfare or unemployment office or homeless shelter	2.4
Make any promises about employment	7.7
Offer cash for enrolling	0.9
Help to fill out forms to apply for financial aid	46.4
Say negative things about any other school	2.1
Encourage change in plans about attending different school	2.7
Encourage leaving a different school	2.1
Base number for percentages	384

Note: The percentage reported talking with someone from the school is based on all current students who answered the question. The other percentages are based on the 342 who reported they did talk with someone, minus those who did not answer the specific questions.

IV. A. 15. A school must provide the applicant with a receipt for any money collected.
IV. A. 16. A school must provide the applicant with a copy of the completed enrollment agreement.
IV. B. 2. A school must provide an applicant with a current and complete catalog prior to signing the enrollment agreement so that the student may make an informed choice of training opportunities and institutions.
IV. C. 4. A complete enrollment agreement is furnished to the applicant at the time the applicant signs.

Current Student and Graduate identical: Listed below are three things that you should have received when you applied to attend your school. Please check if you received these things.

Table 4.A15-16, B2, C4: Documents Reported As Received at Enrollment by Current Students and Graduates

Documents Applicants Should Receive	Percent	
	Current	Graduates
A receipt for any money that you gave the school	92.2	93.1
An enrollment agreement, signed by you and a school official	99.2	92.1
A catalog listing the current programs available at the school	97.3	93.3
Base numbers for percentages	361-371	173-178

Note: The question on receipt was not answered by 25 current students and 15 graduates. The questions on enrollment agreement and catalog were not answered by 15 current students and 10 graduates.

IV. D. 1. All advertising and promotional materials are truthful and avoid leaving any false, misleading, or exaggerated impressions with respect to the school, its personnel, its training, its services, and its accredited status.

Current Student and Graduate identical, except for verb: How accurate and truthful do you think the advertising for your school is [was]?
Employer: Do you recall ever seeing any advertising for the school this employee attended? If Yes, a. How accurate and truthful do you think that advertising was?

Table 4.D1: Ratings of Accuracy and Truthfulness of Advertising by Current Students, Graduates, and Employers

Ratings	Percent		
	Current	Graduates	Employer
Completely accurate,	55.6	18.9	17.9
Mostly accurate	35.3	47.0	47.8
Somewhat accurate	6.8	14.6	26.9
A little accurate	0.8	11.0	7.5
Not at all accurate and truthful	1.5	8.5	-
Base numbers for percentages	133	164	134

Note: This question was in the Current Student 1 questionnaire, not in Current Student 2. Respondents who answered they had not seen advertising for the school or who did not answer the question were excluded. The numbers excluded were Current Students 23, Graduates 24, and Employers 116.

TABLE IV. STUDENT RECRUITMENT

Mean Ratings and Standard Deviations (S.D.) of Qualities Specified in the Federal Regulations

Standard	Essential		Relevant		Valid		Consistent	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
IV. A. 1. Employees to recruit	5.21	1.81	5.11	1.88	5.47	1.78	6.37	1.16
IV. A. 2. Single recruiter	4.63	2.22	4.58	2.41	4.89	2.33	6.26	1.37
IV. A. 3. Employment agencies	5.58	2.04	5.63	1.74	5.37	2.31	6.89	.32
IV. A. 4. Select, train, supervise	6.58	.96	6.47	.96	6.37	1.01	6.26	1.48
IV. A. 5. State laws, regulations	6.79	.54	6.63	.76	6.68	.58	6.26	1.52
IV. A. 6. Approve advertising	6.79	.54	6.32	1.20	6.58	.90	6.42	.96
IV. A. 7. False and misleading	6.58	1.39	6.74	.45	6.74	.56	6.32	1.20
IV. A. 8. Prohibited settings	6.26	1.15	6.21	.98	6.32	1.00	6.32	1.11
IV. A. 9. Employment promises	6.63	.83	6.63	.83	6.74	.65	6.21	1.55
IV. A. 10. Cash payment	6.79	.42	6.68	.58	6.63	.76	6.53	1.02
IV. A. 11. Financial aid forms	5.32	2.08	5.16	2.12	5.16	2.09	5.47	2.01
IV. A. 12. Admissions	6.05	1.78	6.00	1.80	6.00	1.80	6.05	1.47
IV. A. 13. School identified	6.47	1.17	6.47	1.07	6.32	1.34	6.47	1.39
IV. A. 14. Withdrawal	6.68	.67	6.47	1.02	6.58	.84	6.58	.96
IV. A. 15. Receipt for money	6.16	1.77	6.05	1.96	5.89	2.05	6.00	2.00
IV. A. 16. Enrollment agreement	6.84	.50	6.68	.82	6.58	1.02	6.37	1.46
IV. A. 17. Other titles	5.47	1.61	5.53	1.61	5.53	1.61	6.11	1.24

Note: Statistics are based on 19 respondents. Mean ratings less than 6.00 are shaded.

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TABLE IV. STUDENT RECRUITMENT, Continued

Mean Ratings and Standard Deviations (S.D.) of Qualities Specified in the Federal Regulations

Standard	Essential		Relevant		Valid		Consistent	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
IV. A. 18. Discredit other schools	6.47	1.02	6.42	1.07	6.42	1.02	6.00	1.73
IV. A. 19. Leave other school	6.47	1.02	6.42	1.07	6.47	.96	6.00	1.73
IV. A. 20. Incentive payments	5.53	2.25	5.47	2.32	5.42	2.36	6.26	1.73
IV. B. 1. Catalog must include	6.53	.77	6.42	.84	6.26	1.10	6.74	.73
IV. B. 2. Current and complete	6.53	.96	6.37	1.01	6.26	1.19	6.26	1.24
IV. B. 3. Accurate and dignified	6.16	1.26	5.95	1.39	6.05	1.35	6.16	1.17
IV. B. 4. Catalog pertains	6.16	1.12	6.00	1.29	5.89	1.49	6.32	1.11
IV. C. 1. Enrollment agreement	6.47	.77	6.42	.84	6.47	.84	6.74	.56
IV. C. 2. Obligations of both	6.79	.54	6.53	.90	6.53	.90	6.58	1.02
IV. C. 3. Fully informed	6.74	.73	6.58	.84	6.58	.84	6.68	.75
IV. C. 4. Agreement furnished	6.42	1.12	6.11	1.29	6.11	1.29	5.89	1.85
IV. C. 5. Signed and accepted	6.58	.84	6.26	1.10	6.32	1.06	6.26	1.59
IV. D. 1. Truthful advertising	6.68	.75	6.74	.56	6.63	.83	6.32	1.42
IV. D. 2. Name, city, and state	6.42	1.02	6.37	.96	6.26	1.10	6.26	1.28
IV. D. 3. Use of "University"	6.42	.90	6.42	.90	6.37	1.01	6.68	.95
IV. D. 4. Training offered	6.79	.42	6.68	.58	6.63	.76	6.63	.96
IV. D. 5. No use of Help Wanted	6.58	.84	6.47	.90	6.42	1.02	6.58	.96

Note: Statistics are based on 19 respondents. Mean ratings less than 6.00 are shaded.

TABLE IV. STUDENT RECRUITMENT, Continued

Mean Ratings and Standard Deviations (S.D.) of Qualities Specified in the Federal Regulations

Standard	Essential		Relevant		Valid		Consistent	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
IV. D. 6. Endorsements	6.16	1.12	6.05	1.27	6.00	1.33	6.16	1.21
IV. D. 7. Normal salary range	6.58	.84	6.53	.90	6.42	1.07	6.32	1.29
IV. D. 8. Scholarships	6.58	.84	6.53	.90	6.47	1.07	6.37	1.54
IV. D. 9. Use of "accredited"	6.58	.77	6.53	.90	6.47	1.02	6.47	1.17
IV. D. 10. Aid eligibility phrase	6.05	1.47	5.84	1.57	5.84	1.57	6.63	.90
IV. D. 11. Commission approval	6.00	1.37	6.11	1.29	6.11	1.37	6.32	1.16

Note: Statistics are based on 19 respondents. Mean ratings less than 6.00 are shaded.

STANDARD V. ADMISSION POLICIES AND PRACTICES

The requirements in this standard are designed to ensure schools admit only students who are capable of successfully completing the training offered. There are eight numbered paragraphs in this standard and two of them, V.1 and V.3, were used to develop questions that were included in the surveys of current students and graduates.

The question developed from paragraph V.3 was included with questions developed from paragraph A.1 in Standard VI. The paragraphs from both standards involve applicants for enrollment who do not have high school diplomas or recognized equivalents, ability-to-benefit (ATB) students. Paragraph V.3 states that such applicants must be tested, and paragraph VI.A.1 specifies services that must be available if ATB students are admitted.

Overview of Results

As in the results from the other standards, current students tended to answer more positively than graduates concerning how well informed they were about the programs for which they enrolled. Table 5.1 shows almost half of the current students (40%) said they were completely informed and an additional 44 percent said they were well informed. Graduates were less likely to say they were completely informed (20%), and a little more likely to say they were well informed (52%) or somewhat informed (19%).

Very few current students (5%) or graduates (6%) reported they did not have a high school diploma or its equivalent. These figures are virtually identical to the percent of ATB students reported by schools in the 1998 annual report, 5.7 percent. The low number of ATB students means the results in Table 5.3, 6.A1 must be interpreted cautiously, especially for graduates where the base for the percentages is only 11.

Almost all the ATB current students (94%) and graduates (90%) reported they had been tested prior to enrollment. Since the requirement is that *all* such students be tested, this might be considered a significant rate of noncompliance. In a survey that requires its respondents to recall events, however, the respondents who answered they were not tested may just be reporting errors.

The percentages of ATB current students and graduates who reported receiving the four types of assistance that Standards VI specifies should be available to

them are all well below 100 percent. Several of the respondents noted, however, that they did not need this type of assistance.

The administrators' ratings of the eight numbered paragraphs that make up Standard V yielded 32 mean ratings, nine of which were less than 6.00 but none less than 5.00 (Table V). None of the paragraphs had means less than 6.00 on all four qualities, but three had means less than 6.00 on three of the four. These three were V.5 concerning disabilities that would prevent successful on-the-job performance, V.7 requiring a study during each accrediting period of the effectiveness of admission requirements, and V.8 requiring five years of documentation that admission standards have been met.

Tables

V. 1. The school determines with reasonable certainty that each applicant for enrollment is fully informed as to the nature of the training provided. The school advises each applicant prior to admission to ensure that the applicant understands the program's responsibilities and demands.

Current Student and Graduate, identical: When you enrolled, how well informed were you about your program and what would be required of you?

Table 5.1: Ratings of How Well Informed Current Students and Graduates Felt at Enrollment

Ratings	Percent	
	Current	Graduates
I was completely informed	40.0	20.3
I was well informed	44.4	51.9
I was somewhat informed	10.9	19.3
I was a little informed	4.2	7.4
I was not at all informed	0.5	1.1
Base numbers for percentages	385	187

V. 3. If the school enrolls a person who does not have a high school diploma or recognized equivalency certificate, the determination of the applicant's ability to benefit from the training offered must be confirmed by documentation of the applicant's achievement of an approved score on

a test or tests that have been reviewed by a qualified, independent third party for appropriateness of the instrument and specific score levels required for admission.

Current Student and Graduate, identical: When you applied for admission, did you have a high school diploma or a recognized equivalent, such as a GED diploma? If No, a. Were you required to take a test to show that you would be able to do the work required by the program?

Table 5.3, 6.A1: Current Students and Graduates Who Did Not Have Diplomas or Equivalents and Services They Received

Whether Tested and Services Received	Percent	
	Current	Graduates
Those without diplomas or equivalents (as % of total responding)	4.9	5.9
Base numbers for percentages	386	188
The following percentages are based on the number without diplomas or equivalents		
Tested to show could do the work required	93.8	90.0
Received these types of assistance		
Academic advising and individual counseling	57.9	66.7
School contacts when absent	72.2	66.7
Placement assistance	82.4	77.8
Information on housing, transportation, child care	50.0	36.4
Base numbers for percentages	19	11

Note: Analysis limited to those who answered they did not have a diploma or equivalent. Percentages based on number answering specific questions with those who replied they did not know if they were tested or received the services excluded.

TABLE V. ADMISSION POLICIES AND PRACTICE

Mean Ratings and Standard Deviations (S.D.) on Qualities Specified in the Federal Regulations

Standard	Essential		Relevant		Valid		Consistently Applied	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
V. 1. Applicant fully informed	6.62	.75	6.54	.95	6.50	.91	6.42	.99
V. 2. Consistent and fair	6.69	.62	6.73	.53	6.69	.55	6.73	.67
V. 3. Ability to benefit testing	6.28	1.02	6.11	1.59	6.11	1.23	6.17	1.34
V. 4. No preventing disabilities	5.96	1.54	6.00	1.50	5.88	1.72	5.88	1.76
V. 5. No discrimination	6.68	.56	6.84	.37	6.68	.85	6.72	.74
V. 6. No compulsory school age	6.41	.85	6.45	.74	6.27	.94	6.32	1.13
V. 7. Study required	5.92	1.16	5.92	1.23	6.08	1.02	5.62	1.50
V. 8. Documentation for 5 years	5.81	1.33	5.69	1.41	5.92	1.20	6.04	1.46

Note: Statistics are based on 26 respondents for most standards. For a few standards, such as V.3. and V. 6, the number is 18 because the respondents wrote "Not Applicable" next to the standard.

Mean ratings less than 6.00 are shaded.

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VI. STUDENT SERVICES

The services covered under Standard VI include advising and counseling, records, transcripts, placement, and policy for responding to student complaints. There are 12 numbered paragraphs and survey questions were derived from four of them. Paragraph VI.A.1 specifies services that must be available to students who are admitted without a high school diploma or its equivalent. The results for the questions based on this paragraph were presented in the discussion of Standard V. The results for the remaining three paragraphs are presented in this chapter.

Overview of Results

The results for the survey questions derived from Standard VI yielded fairly sizeable proportions of respondents who reported they did not receive the services required under this standard.

Table	Main Results
6.C	Four out of five graduates (81%) reported they received transcripts. This percentage excluded the respondents who answered they did not remember if they received a transcript. Less than half the employers (43%) reported they saw transcripts. If they did, it was almost always because their employees presented them. Only 3 percent of employers reported they requested transcripts from the graduates' schools.
6.D1	Half the graduates (50%) reported the placement services they received were completely or mostly similar to the services they had been promised when they enrolled. Fairly sizeable percentages, however, over one-quarter said they were only a little similar (9%) or not at all similar (20%).
6.E1	Almost all current students (94%) were aware of their schools' policy and procedures for responding to student complaints. Among graduates, a little over three-quarter (78%) reported such awareness.

Table VI shows that nine of the 48 mean ratings of the numbered paragraphs in Standard VI were less than 6.00, but never by more than two-tenths of a rating point. Paragraph VI.A.3, which requires documentation of student advising session, had means slightly below 6.00 for all four qualities.

VI. A. Advising and Counseling
1. Schools which offer degree programs or enroll ability-to-benefit students must maintain an appropriate student services program that takes into account the number of programs and size and mix of the student body. . . . Additionally, student services for schools which enroll ability-to-benefit students must include, at a minimum, academic advising and individual counseling; . . . supervision and monitoring of attendance records and leaves of absence; . . . placement assistance; . . . information concerning housing, transportation, and child care.

Current Student and Graduate, identical: When you applied for admission, did you have a high school diploma or a recognized equivalent, such as a GED diploma?

If No, Have you received any of the following types of assistance:

Results for this standard are presented in Table 5.3.6.A1 (p. 31).

VI. C. Transcripts
An official transcript must be issued to the student upon completion of the program. The transcript includes, at a minimum, records of attendance (dates of entry and departure), program of study, clock or credit hours and grades. . . . Additional official transcripts are issued upon request and in accordance with the school's policies and procedures.

Graduate: When you completed your program, did you receive a transcript from your school that contained information about when you attended, credits or hours of study, and your grades?
Employer: When the employee listed above applied for a job did he/she present a transcript or did you request one from the school the employee attended?

Table 6.C: Graduates Reporting Receiving Transcripts and Employers Reporting Seeing Transcripts

Experience with Transcripts	Percent	
	Graduates	Employers
Graduate received/Employers saw	80.9	43.1
Base numbers for percentages	162	195

Note: The base numbers exclude 26 Graduates who reported they did not remember if they received a transcript (24) or did not answer the question (2) and 55 employers who did not remember or had no information about transcripts (49) or did not answer the question (6).

VI. D. Placement

1.The extent and nature of placement services provided to students and graduates are as claimed by the school.
Graduate: When you completed your program, how similar were the placement services you received to those you had been promised when you enrolled?

Table 6.D1: Graduates' Ratings of Similarity between the Placement Services They Received and Those They Had Been Promised

Ratings	Percent
Completely similar	14.7
Mostly similar	35.0
Somewhat similar	21.5
A little similar	9.0
Not at all similar	19.8
Base number for percentages	177

Note: The base number excludes 11 Graduates who did not answer the question.

VI. E. Student Complaints

1.The school utilizes a policy and procedure for handling student complaints and informs students in writing of the policy and procedure. The school's complaint policy and procedure is published in the catalog, or the catalog contains a reference to its existence in other published materials issued to all students.

Current Student and Graduate, identical except for verb: Does [Did] your school have a policy and procedure for responding to student complaints?

Table 6.E1: Awareness of a School Policy for Responding to Student Complaints, Current Students and Graduates

Level of Awareness	Percent	
	Current	Graduates
Has seen policy in printed material from school	75.3	43.8
Heard of such a policy but have never seen it	19.0	34.6
Never heard of such a policy	5.7	21.6
Base numbers for percentages	384	185

TABLE VI. STUDENT SERVICES

Mean Ratings and Standard Deviations (S.D.) on Qualities Specified in the Federal Regulations

Standard	Essential		Relevant		Valid		Consistent	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
VI. A. 1. Student service program	6.17	.94	6.09	.79	6.09	.90	5.91	1.00
VI. A. 2. Appropriate training	6.00	.89	6.04	.96	5.92	1.02	5.96	1.15
VI. A. 3. Documentation	5.88	1.40	5.88	1.42	5.88	1.34	5.92	1.35
VI. A. 4. Advising and testing	6.38	.80	6.38	.90	6.15	1.08	6.04	1.15
VI. B. 1. Permanent records	6.65	.98	6.65	1.06	6.38	1.17	6.65	.85
VI. B. 2. Initial employment	6.54	.71	6.65	.63	6.54	.65	6.27	1.00
VI. C. Transcript	6.58	.81	6.62	.94	6.54	.86	6.65	.75
VI. D. 1. Placement as claimed	6.50	.81	6.58	.76	6.54	.86	6.58	.70
VI. D. 2. Public notice	6.08	1.13	6.15	1.08	6.15	1.12	6.23	1.14
VI. E. 1. Student complaints	6.31	1.09	6.35	.98	6.35	.94	6.27	1.04
VI. E. 2. ACCSCT procedure	6.19	1.39	6.27	1.04	6.04	1.59	6.27	1.66
VI. E. 3. Written 5 year record	6.00	1.10	5.81	1.23	5.81	1.13	5.88	1.34

Note: Statistics are based on 26 respondents.

Mean ratings less than 6.00 are shaded.

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STANDARD VII. STUDENT PROGRESS

Standard VII establishes requirements for attendance, satisfactory progress, and student achievement that are designed to ensure students successfully complete their programs and obtain related employment. It contains 15 numbered paragraphs from which six survey questions were developed. Two of the questions related to student achievement were based on the same paragraph, VII.C.1.

Overview of Results

Four of the six questions derived from Standard VII were asked of both current students and graduates. The two questions on student achievement were asked only of graduates.

Table	Main Results
7.A1	Over three-fourths of current students reported that almost no one is ever absent from their classes (26%) or a few students are absent on a few days (51%). The corresponding figures from graduates were 18 and 52 percent
7.B3	Ninety-five percent of current students are aware of the probation policy for their schools. Among graduates, the percentage reporting such awareness was a little lower (89%).
7.B4	Awareness of school policy on maximum time frame for completion of programs was much lower than for probation. Among current students, 57 percent reported awareness, among graduates, 40 percent.
7.B8	Satisfaction with the number of reports of progress received was high and similar among current student (87%) and graduates (91%).
7.C1, Part 1	A little less than half of the graduates reported their jobs were identical (10%) or very similar (37%) to the skills they had studied. Almost one-third said their jobs were a little similar (20%) or totally different (10%).
7.C1, Part 2	Forty-one percent of graduates reported their state had licensing examinations for the occupations they had studied. Among those reporting such examinations, almost two-thirds (65%) said they had passed, and most of the remainder (30%) said they had not taken the tests.

Almost half of the mean ratings of the numbered paragraphs in Standard VII were below 6.00 and one mean was below 5.00. For the following paragraphs, all four mean ratings were below 6.00:

- VII.B.2, concerning minimum cumulative grade point averages
- VII.B.4, concerning maximum time frame for completion of programs
- VII.B.5, concerning dismissal
- VII.C.2.a.(1), concerning completion rates one standard deviation or more below the average
- VII.C.2.a.(2), concerning placement rates one standard deviation or more below the average
- VII.C.2.b, concerning completion, placement, and licensing rates that appear low even though they meet minimum standards. The mean rating of the validity of this paragraph was 4.94, the one mean below 5.00.

Tables

A. Student Attendance

1.Good student attendance is evident at the school.

Current Student and Graduate identical: How would you describe the average daily attendance in your classes?

Table 7.A1: Ratings of Number Absent on an Average Day, Current Students and Graduates

Ratings	Percent	
	Current	Graduates
Almost no one was ever absent	25.5	18.3
A few absent a few days	51.3	52.2
A few absent on several days	13.8	17.7
Several absent on some days	4.9	5.9
Several absent almost every day	4.4	5.9
Base numbers for percentages	384	186

VII. B. Satisfactory Progress

3.The school must have a probation policy that is defined and published. The policy must include specific warning procedures to notify the student

in writing that continued unsatisfactory progress will result in termination.

Current Student and Graduate, identical except for verbs: Does [Did] your school have a probation policy to warn students who are [were] not making satisfactory progress that they could be terminated?

Table 7.B3: Awareness of a School Probation Policy for Students Not Making Satisfactory Progress, Current Students and Graduates

Level of Awareness	Percent	
	Current	Graduates
Has seen policy in printed material from school	79.7	62.5
Heard of such a policy but have never seen it	15.6	26.5
Never heard of such a policy	4.7	10.9
Base numbers for percentages	384	185

VII. B. Satisfactory Progress
4.Schools must publish the maximum time frame within which training must be completed. For a clock hour program, the maximum time frame shall not exceed 1.5 times the normal duration of the program. For a credit hour program, the credit hours attempted cannot exceed 1.5 times the credit hours required to complete the program.

Current Student and Graduate, identical except for verbs: Does [Did] your school have a policy that you have [had] to finish your program within a time period that is one and one-half time the normal length of the program?

Table 7.B4: Awareness of a School Policy on Maximum Time Frame for Completing Programs, Current Students and Graduates

Level of Awareness	Percent	
	Current	Graduates
Has seen policy in printed material from school	44.1	24.7
Heard of such a policy but have never seen it	12.4	15.7
Never heard of such a policy	43.5	59.6
Base numbers for percentages	379	178

VII. B. Satisfactory Progress
8. Student progress through the program is reported regularly to students.

Current Student and Graduate, identical except for verbs: Are [Were] you satisfied with how frequently you receive[d] reports on your progress in your program?

Table 7.B 8: Ratings of Satisfaction with Level of Reporting on Progress in Program, Current Students and Graduates

Satisfaction with Reporting	Percent	
	Current	Graduates
Do [did] not need as many reports as I receive[d]	3.6	5.8
Level of reporting is [was] adequate	83.1	85.6
Prefer more frequent reporting,	10.9	5.3
Prefer much more frequent reporting	2.3	3.2
Base numbers for percentages	384	187

VII. C. Student Achievement
1. The school must demonstrate successful student achievement including acceptable completion, placement, and where required, state licensing examination outcomes. Successful student achievement shall be demonstrated by rates of completion, placement in the field for which the education and training were provided, and passage of state licensing examinations for each program offered and for the school as a whole.

Graduate: When you completed your program, how similar was the job you obtained to the skills you had studied in your program?

Table 7.C1, Part 1: Graduates' Ratings of Similarity between the Job They Obtained and the Skills They Had Studied

Ratings	Percent
Job was identical	9.6
Job was quite similar	36.7
Job was somewhat similar	23.2
Job was a little similar	20.3
Job was totally different	10.2
Base number for percentages	177

Note: Nine Graduates who reported they were not able to obtain jobs and two who did not answer the question were not used in the analysis.

Graduate: Did the occupation you studied have a state licensing examination that you had to pass? If Yes, a. Did you pass that examination?

Table 7.C1, Part 2: Graduates' Reporting the Occupations They Studied Had State Licensing Examinations and Percentage Passing Examinations

Licensing Examination Experience	Percent
Those reporting occupations had examination (as % of total responding	41.3
Base number for percentages	172
The following percentages are based on the number reporting their occupations had examinations	
Passed the examination	64.7
Did not pass it yet, will retake it	5.9
Did not take the examination	29.4
Base number for percentages	71

Note: The percentage reporting their occupations had examinations is based on all who answered the question yes or no and excludes the 12 respondents who did not know if there was an examination and the four who did not answer the question.

TABLE VII. STUDENT PROGRESS

Mean Ratings and Standard Deviations (S.D.) of Qualities Specified in the Federal Regulations

Standard	Essential		Relevant		Valid		Consistent	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
VII. A. 1. Good attendance	6.06	1.29	6.17	1.21	5.86	1.31	5.67	1.64
VII. A. 2. Attendance policy	6.36	1.25	6.39	1.13	5.94	1.41	6.06	1.43
VII. B. 1. Satisfactory progress	6.58	1.08	6.44	1.08	6.25	1.25	6.11	1.33
VII. B. 2. Minimum averages	5.97	1.21	5.92	1.36	5.72	1.34	5.81	1.55
VII. B. 3. Probation policy	6.06	1.33	6.08	1.32	5.86	1.36	6.03	1.38
VII. B. 4. Maximum time frame	5.28	1.88	5.31	1.77	5.33	1.71	5.42	1.87
VII. B. 5. Dismissal	5.92	1.44	5.92	1.36	5.67	1.53	5.86	1.61
VII. B. 6. Termination	6.08	1.20	6.17	1.25	5.83	1.46	6.06	1.53
VII. B. 7. Course incompletions	6.00	1.28	6.14	1.17	5.91	1.27	6.09	1.40
VII. B. 8. Regular reporting	6.25	1.34	6.36	1.22	6.22	1.24	6.39	1.25
VII. C. 1. Student achievement	6.22	1.27	6.14	1.27	5.92	1.46	5.94	1.62
VII. C. 2. a. (1) Completion rates	5.83	1.54	5.81	1.55	5.58	1.63	5.42	1.90
VII. C. 2. a. (2) Placement rates	5.94	1.22	5.94	1.29	5.97	1.23	5.69	1.49
VII. C. 2. a. (3) Licensing rates	6.06	1.34	6.06	1.34	5.82	1.38	5.76	1.56
VII. C. 2. b. Rates appear low	5.19	1.65	5.33	1.60	4.94	1.76	5.14	1.64

Note: Statistics are based on 36 respondents, except for Standard VII.C.2.a.(3) which three respondents said was not applicable to their schools. Mean ratings less than 6.00 are shaded.

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STANDARD VIII. MANAGEMENT

This standard is intended to ensure schools have the capability with regard to management personnel, financial stability, institutional improvement plans, and physical facilities to meet and exceed accreditation requirements. There are 18 numbered paragraphs in the standard. Five of these were the basis for questions addressed to current students and graduates. The results for one of these questions is presented in the discussion of Standard IV, Student Recruitment. That question was on extra charges and costs disclosed prior to enrollment and was included with the questions about recruitment information and practices.

Overview of Results

Two of the questions asked of current students and graduates concerned tuition-refund policy and contacts to collect late payment. The other question concerned physical facilities.

Table	Main Results
8.C 5-6	Most the current students (84%) said they were aware of their schools' tuition refund policy, but almost half of the graduates (46%) said they had never heard of it.
8.C 9	Almost identical percentages of current students and graduates reported they were contacted because their tuition payment were late, 26 and 24 percent. Virtually all the current students who had such contacts (91%) and a substantial majority of the graduates (70%) said they were polite, business-like. A little more than one out of eight graduates, however, thought their contacts were threatening, unpleasant.
8.E 2	A strong majority of current students (79%) and a majority of graduates (60%) rated the condition of the buildings, classrooms, and laboratories at their schools as good or very good. One-third of the graduates (33%) and almost one-fifth (18%) of the current students rated the conditions as fair.

Over half (61%) of the means ratings for the 18 numbered paragraphs in Standard VIII were below 6.00 and three were below 5.00. Only five of the paragraphs had mean ratings of 6.00 or more on all four of the qualities specified in the federal regulations. The five for which there was a high level of endorsement were these:

- VIII.B.1, Sound financial structure
- VIII.C.5, Fair and equitable tuition refund policy
- VIII.C.6, Refund policy disclosed consistently
- VIII.E.1, Facilities meet fire, safety, and sanitation standards
- VIII.E.2, Space, heat, light, ventilation, cooling, and storage are sufficient and reasonable

The paragraphs that had mean ratings less than 5.00 were the consistency with which the management personnel requirement (VIII.A) can be applied and the validity and consistency of the teach-out plan requirement (VIII.G.1).

Tables

C. Tuition Policies
3. All extra charges and costs incidental to training are disclosed to the prospective student before enrollment.

Current Student: Before you choose your school, did you talk with someone from the school who described the programs and gave you reasons why you should enroll there? If Yes, Were any extra charges and cost of training-in addition to tuition-explained to your before you enrolled?

Results relevant to this standard are show in Table 4.A7-A19,8C3 (p. 23).

5. Each school must have a fair and equitable refund policy which complies with the Minimum Cancellation and Settlement Policy.
6. The refund policy must be disclosed consistently in the catalog and enrollment agreement.

Current Student and Graduate identical, except for verbs: Does [Did] your school have a tuition refund policy for students who withdraw [withdrew] before completing their programs?

Table 8.C5-6: Awareness of a School Policy for Tuition Refund, Current Students and Graduates

Level of Awareness	Percent	
	Current	Graduates
Has seen policy in printed material from school	65.4	31.9
Heard of such a policy but have never seen it	18.1	21.9
Never heard of such a policy	16.5	46.2
Base numbers for percentages	376	182

9. Methods used by a school in requesting or demanding payment are in good taste and follow sound and ethical business practices.

Current Student and Graduate identical, except for verb: Has [Did] your school ever contacted you to request payment because your tuition was late?

Table 8.C 9: Nature of Contact to Request Payment When Tuition was Late, Current Students and Graduates

Nature of Contact	Percent	
	Current	Graduates
Those reporting contact because tuition was late (as % of total responding)	25.9	24.0
Base numbers for percentages	374	183
The following percentages are based on the number reporting contact		
Contact was polite, business-like	90.7	70.5
Contact was not too bad	6.2	15.9
Contact was threatening, unpleasant	3.1	13.6
Base numbers for percentages	97	44

E. Physical Facilities

2. A school's space, heat, light, ventilation, cooling, and storage are sufficient and reasonable.

Current Student and Graduate, identical: How would you describe the buildings, classrooms, and laboratories at your school?

Table 8.E 2: Ratings of Conditions of Buildings, Classrooms, and Laboratories, Current Students and Graduates

Ratings	Percent	
	Current	Graduates
Very good condition	32.0	9.7
Good condition	47.1	48.9
Fair condition	18.0	32.8
Poor condition	2.1	7.0
Very poor condition	0.8	1.6
Base numbers for percentages	384	186

TABLE VIII. MANAGEMENT

Mean Ratings and Standard Deviations (S.D.) of Qualities Specified in the Federal Regulations

Standard	Essential		Relevant		Valid		Consistent	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
VIII. A. Management Personnel	5.82	1.26	5.50	1.34	5.29	1.45	4.95	1.43
VIII. B. 1. Financial structure	6.45	.74	6.18	1.18	6.14	1.20	6.00	1.10
VIII. B. 2. Insurance	6.18	1.44	5.86	1.46	5.71	1.49	5.67	1.46
VIII. C. 1. Same total tuition	5.73	1.35	5.59	1.44	5.62	1.43	5.71	1.35
VIII. C. 2. Tuition changes	6.14	1.52	6.05	1.50	5.81	1.78	5.95	1.47
VIII. C. 3. Extra charges, costs	6.05	1.40	6.00	1.45	5.81	1.54	5.57	1.54
VIII. C. 4. Provide Commission	5.59	1.82	5.55	1.79	5.48	1.72	5.62	1.83
VIII. C. 5. Refund policy	6.45	1.34	6.23	1.31	6.05	1.36	6.00	1.41
VIII. C. 6. Policy disclosed	6.32	1.39	6.23	1.34	6.19	1.40	6.10	1.45
VIII. C. 7. Promissory notes	5.52	1.91	5.33	1.93	5.20	2.07	5.40	1.85
VIII. C. 8. Scholarships	5.43	1.66	5.48	1.50	5.40	1.73	5.40	1.67
VIII. C. 9. Requests for payment	6.18	1.53	5.95	1.62	5.71	1.68	5.43	1.89
VIII. D. Improvement Program	5.45	1.34	5.55	1.26	5.38	1.36	5.10	1.45

Note: Statistics are based on 22 respondents.

Mean ratings less than 6.00 are shaded.

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TABLE VIII. MANAGEMENT, Continued

Mean Ratings and Standard Deviations (S.D.) of Qualities Specified in the Federal Regulations

Standard	Essential		Relevant		Valid		Consistent	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
VIII. E. 1. Facilities meet	6.55	.86	6.55	.80	6.43	.93	6.29	.96
VIII. E. 2. Sufficient, reasonable	6.50	.67	6.36	.79	6.29	.90	6.14	.96
VIII. F. On-site Director	6.09	1.48	6.00	1.48	5.86	1.53	5.67	1.56
VIII. G. 1. Teach-out plan	5.45	1.57	5.27	1.52	4.86	1.49	4.86	1.42
VIII. G. 2. Teach-out agreement	5.86	1.21	5.73	1.20	5.33	1.20	5.19	1.36

Note: Statistics are based on 22 respondents.

Mean ratings less than 6.00 are shaded.

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STANDARD IX. STUDENT LOAN REPAYMENT

Standard IX is the shortest of the standards consisting of only two numbered paragraphs. It involves efforts to encourage students to repay loans taken to finance their education and training programs. One survey question was based on this standard.

Overview of Results

Current students and graduates were asked how often their schools provided information on the need to repay loans. Slightly over half of each group, (54 and 53%) answered often and sometimes. One-tenth of the current students did not answer this question, some noting that it did not apply to them because they did not take out loans.

All of the mean ratings of the two numbered paragraphs were less than 6.00

Tables

A. The school must engage in ongoing efforts to promote student loan repayment. To improve students' propensity to meet loan obligations, the school shall adopt a written comprehensive program, addressing such areas as student loan information, advising and monitoring, cooperation with lenders and collection of information to facilitate location of borrowers.

Current Student and Graduate identical except for verbs: How often does [did] your school provide you with information about the need to repay any loans that you have [had] taken to pay for your training?

Table 9.A: Ratings of How Often School Provided Information on the Need to Repay Loans, Current Students and Graduates

Ratings of Frequency	Percent	
	Current	Graduates
Often	27.3	28.2
Sometimes	26.4	24.3
Rarely	11.5	18.2
Never	34.8	29.3
Base numbers for percentages	348	187

Note: Percentages for Current Students exclude 38 respondents who did not answer this question. Some noted that they did not have loans and a few that their schools did not charge tuition.

TABLE IX. STUDENT LOAN REPAYMENT

Mean Ratings and Standard Deviations (S.D.) of Qualities Specified in the Federal Regulations

Standard	Essential		Relevant		Valid		Consistent	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
IX. A. Promote loan repayment	5.42	1.96	5.44	1.98	5.36	1.94	5.56	1.95
IX. B. Fact-finding team	5.17	2.12	5.26	2.06	5.11	1.94	5.29	1.92

Note: Statistics are based on 36 respondents.

Mean ratings less than 6.00 are shaded.

STANDARD X. SEPARATE FACILITIES

Standard X establishes the criteria for accreditation of separate facilities. It has 16 numbered paragraphs, but only one of them (X.I) regarding student services at branches yielded a question suitable for the surveys of current students and graduates. That question asked the respondents who had attended a branch campus to rate the similarity of student services received there to those at the main campus. Ten percent of current students and 7 percent of graduates responded to this question. This 7 percent represented only 13 graduates so the results have to be interpreted cautiously.

Almost half (40%) of the current students who answered the question on similarity of services replied that they did not know what was available at the main campus. Among those who did rate the similarity, three-quarters said the services were completely the same. The graduates were not nearly as positive concerning the similarity. Only 15 percent of the graduates said they did not know what was available at the main campus, and over one-third (38%) said the services were not at all similar.

Administrators tended to rate the numbered paragraphs in Standard X lower than the other standards. Over three-quarters of the means ratings for Standard X were less than 6.00 and almost one out of every five was less than 5.00.

The following numbered paragraphs had mean ratings less than 5.00 on the extent to which they were essential, relevant, and valid to the accreditation of a school, but not on the extent to which they could be consistently applied:

- X.A.1, Criteria for a branch
- X.A.3, Criteria for a decentralized facility
- X.C.5, Accreditation of only one branch or additional location in a two-year period
- X..E, Branch or other location must have the same name as the main school

Tables

I. Student Services

A branch must provide all required student services to its students. An additional location and decentralized facility must demonstrate that their students have ready access to educational services and other student services equivalent to those of students attending the main school or branch.

Current Student and Graduate, identical except for verb: Answer this question only if you are attending [attended] a branch campus.
How similar are [were] the student services (advising, counseling, financial aid, job placement, etc.) at the branch to those at the main campus?

Table 10.I: Ratings of Similarity of Student Services at Branch Campus to Those at Main, Current Students and Graduates Who Attended Branches

Ratings of Similarity	Percent	
	Current	Graduates
Those reported attending a branch campus (as % of total responding)	10.3	6.9
Base numbers for percentages	386	188
The following percentages are based on the number attending branches		
Completely similar	45.0	7.7
Somewhat similar	10.0	38.5
Not at all similar	5.0	38.5
Do not know what is [was] available at main campus	40.0	15.4
Base numbers for percentages	40	13

TABLE X. SEPARATE FACILITIES

Mean Ratings and Standard Deviations (S.D.) of Qualities Specified in the Federal Regulations

Standard	Essential		Relevant		Valid		Consistent	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
X. A. 1. Branch	4.89	2.38	4.53	2.34	4.58	2.22	5.42	1.98
X. A. 2. Additional location	5.26	2.13	5.16	1.86	4.84	2.22	5.79	1.62
X. A. 3. Decentralized facility	4.95	2.12	4.95	1.96	4.89	2.05	5.42	1.92
X. B. Responsibility	6.00	1.76	5.63	1.89	5.68	1.70	5.95	1.72
X. C. 1. Accredited one year	5.84	1.46	5.53	1.74	5.68	1.29	6.00	1.53
X. C. 2. Transfer of accreditation	5.42	1.92	5.32	1.89	5.21	1.78	6.00	1.53
X. C. 3. Subject to Show Cause	5.84	1.89	5.89	1.76	6.21	1.13	6.16	1.61
X. C. 4. Subject to reporting	5.63	1.67	5.53	1.71	5.68	1.38	5.84	1.50
X. C. 5. One within two years	4.58	2.34	4.58	2.06	4.32	2.24	5.42	1.77
X. C. 6. Sufficient resources	6.47	.70	6.47	.70	6.47	.61	6.16	1.01
X. D. Ownership	5.53	1.93	5.42	1.92	5.42	2.01	6.37	.96
X. E. Name	4.68	2.47	4.63	2.43	4.89	2.33	5.58	2.22
X. F. Programs	5.58	1.74	5.47	1.90	5.32	1.86	6.00	1.56
X. G. Advertising	6.16	1.54	6.11	1.63	6.32	1.45	6.32	1.45
X. H. Change of Classification	5.53	1.47	5.26	1.59	5.26	1.63	5.84	1.42
X. I. Student Services	5.79	2.04	5.68	2.03	5.58	2.12	5.95	1.93

Note: Statistics are based on 19 respondents. Mean ratings less than 6.00 are shaded.

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STANDARD XI. DISTANCE EDUCATION

Standard XI requires that distance education courses be consistent with the mission of a school and its education and training objectives. The standard sets forth criteria for all major facets of these courses-curricula, admissions, facilities, student services, etc. It is the third longest of the standards consisting of 23 numbered paragraphs. Questions for current students and graduates were developed from five of these paragraphs. Respondents were instructed to answer these questions ". . . only if you took a distance education program, one where you did not go to classes, but studied on your own."

Overview of Results

The numbers of current students and graduates who answered the distance education questions represented about 10 percent of each group. The actual number answering each question varied within a range of 39 to 46 for the current students and 16 to 20 for the graduates.

Table	Main Results
11.C1	Only 41 percent of current students and 25 percent of graduates reported any type of assessment prior to taking their distance education programs.
11.F	Virtually all the current students (96%) rated the student services they received as completely or mostly satisfactory. Only one-fourth of graduates (26%) were as positive. The same percentage of graduates said the services were not at all satisfactory.
11.G1	Almost one-quarter of current students and one out of 10 graduates could not rate the similarity of the resources available in distance education to those in regular classes. Only 2 percent of the current students but 20 percent of the graduates said the resources were not at all similar.
11.H1	The answers on the similarity of what is learned in distance education and regular classes were virtually identical to those on the similarity of resources. Almost one-quarter of current students could not rate the similarity, and 2 percent said what is learned is not at all similar. Among graduates, these figures were 10 percent could not rate and 20 percent not at all similar.

11.I Nine out of ten (89%) current students said the description in the school catalog of the distance education program they took was completely or mostly accurate. Forty percent of graduates gave these answers, but another 40 percent said the description was a little or not at all accurate.

Most of the 23 numbered paragraphs in Standard XI were endorsed by the administrators who rated them. There are 92 mean ratings and 76 of them are 6.00 or higher. Only one of the means is less than 5.00. That is the mean for the validity of paragraph XI.B.6, concerning the establishment of policies on the ownership of instructional materials and protection of copyright.

These are the three numbered paragraphs that have means ratings less than 6.00 on all four qualities:

- XI.B.5, Justification and explanation for any deviation for established clock-to-credit hour conversions
- XI.B.6, noted above as the only one with a mean less than 5.00
- XI.G.1, Access to learning resources equivalent to those in attendance at the school and reasonable access to the library

Tables

C. Admissions Requirements and Enrollment

1. The school must assess whether students have the skills and competencies to succeed in a distance learning environment prior to their enrollment in the program or course of study.

Current Student and Graduate, identical: Before you enrolled for this program did you have to take any tests or show in other ways you could benefit from it?

Table 11.C1: Current Students and Graduates Reporting Being Assessed Prior to Enrollment in Distance Education

Assessment Experience	Percent	
	Current	Graduates
Those answering on assessment for distance education courses (as % of total responding)	10.1	8.5
Base numbers for percentages	386	188
The following percentages are based on the number answering assessment question		
Was assessed	41.0	25.0
Was not assessed	48.7	50.0
Don't remember	10.3	25.0
Base numbers for percentages	39	16

F. Student Services

Services must be available to enable students to achieve their educational objectives in the distance learning course or program. These shall include tutoring, academic advising, testing, grading, financial aid, delivery of books and other related materials, placement, and as appropriate, counseling. The school must ensure that there is adequate supervision so that student services are provided.

Current Student and Graduate, identical: How satisfactory are [were] the services (tutoring, advising, financial aid, job placement, etc.) available to you?

Table 11.F: Ratings of Satisfaction with Services Available to Distance Education Current Students and Graduates

Ratings	Percent	
	Current	Graduates
Those rating satisfaction with services for distance education (as % of total responding)	11.9	10.1
Base numbers for percentages	386	188
The following percentages are based on the number rating satisfaction		
Completely satisfactory	63.0	10.5
Mostly satisfactory	32.6	15.8
Somewhat satisfactory	2.2	47.4
Not at all satisfactory	2.2	26.3
Base numbers for percentages	46	19

G. Learning Resources

1. Students shall have access to learning resources equivalent to those available to students in attendance at the school.

Current Student and Graduate, identical: How similar are [were] the learning resources available to you compared to those available to students who were taking regular classes?

Table 11.G1: Ratings of Similarity of Learning Resources in Distance Education and Regular Courses, Current Students and Graduates

Ratings	Percent	
	Current	Graduates
Those ratings similarity of learning resources for distance education (as % of total responding)	10.6	10.6
Base numbers for percentages	386	188
The following percentages are based on the number answering the question on similarity of resources		
Completely similar	53.6	35.0
Somewhat similar	22.0	35.0
Not at all similar	2.4	20.0
Do not know what is available to regular classes	22.0	10.0
Base numbers for percentages	41	20

H. Student Achievement

1. Observable, measurable, and achievable student performance outcomes shall be identified so that courses of study and programs offered through distance learning methods can be compared to courses and programs with similar subject matter and objectives, whether offered by distance education methods or traditional means. The school shall specify the expected knowledge, skills, and competency levels that students will achieve in a distance learning course or program, and such knowledge, skills and competency levels shall be equivalent to those expected from comparable courses and programs.

Current Student and Graduate, identical: How similar are the skills and knowledge you are learning or learned compared to those learned by students who were taking regular classes?

Table 11.H1: Ratings of Similarity of What is Learned in Distance Education and Regular Classes, Current Students and Graduates

Ratings	Percent	
	Current	Graduates
Those answering question on similarity of what is learned (as % of total responding)	10.9	10.6
Base numbers for percentages	386	188
The following percentages are based on the number answering question on similarity of what is learned		
Completely similar	47.6	35.0
Somewhat similar	23.8	35.0
Not at all similar	2.4	20.0
Do not know what is learned in regular classes	23.8	10.0
Base numbers for percentages	42	20

I. School Catalog and Publications

The catalog and other publications clearly describe distance learning courses and programs, including the delivery system used, the prerequisites for participation, expected learning outcomes, completion requirements, student services, and any other requirements.

Current Student and Graduate, identical: How completely and accurately did the school catalog and other publications describe the program you are taking [took]?

Table 11.I: Ratings of How Accurately School Catalog Described Distance Education Program, Current Students and Graduates

Ratings	Percent	
	Current	Graduates
Those answering question on accuracy of description of distance education program (as % of total responding)	11.7	10.6
Base numbers for percentages	386	188
The following percentages are based on those answering question on accuracy of catalog		
Completely accurate	57.8	5.0
Mostly accurate	31.1	35.0
Somewhat accurate	8.9	20.0
A little accurate	2.2	15.0
Not at all accurate	-	25.0
Base numbers for percentages	45	20

TABLE XI. DISTANCE EDUCATION

Mean Ratings and Standard Deviations (S.D.) of Qualities Specified in the Federal Regulations

Standard	Essential		Relevant		Valid		Consistent	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
XI. A. Objectives	6.26	1.32	6.35	1.30	6.17	1.11	5.57	1.70
XI. B. 1. Appropriate for delivery	6.13	1.82	6.26	1.51	6.09	1.50	5.65	1.85
XI. B. 2. Current, comprehensive	6.83	.39	6.83	.39	6.48	.85	6.13	1.36
XI. B. 3. Interaction	6.61	.58	6.52	.73	6.04	1.02	5.65	1.47
XI. B. 4. Identify outcomes	6.83	.39	6.61	.78	6.65	.57	6.48	.90
XI. B. 5. Justifies deviations	5.22	1.93	5.04	1.87	5.17	2.01	5.13	2.10
XI. B. 6. Ownership of materials	5.35	1.85	5.22	1.70	4.96	1.97	5.48	1.88
XI. C. 1. Skills and competencies	6.61	.58	6.52	.67	6.35	.98	5.91	1.28
XI. C. 2. Satisfy all requirements	6.61	.66	6.52	.73	6.61	.94	6.43	1.04
XI. D. 1. Qualified faculty	6.61	.78	6.74	.69	6.48	.85	6.39	.94
XI. D. 2. Orient, train faculty	6.13	1.46	6.35	1.07	6.00	1.45	6.04	1.40
XI. D. 3. Ensures interaction	6.43	.95	6.52	.59	6.57	.51	6.09	1.08
XI. D. 4. Policies for distance	6.39	.89	6.30	.93	6.04	1.02	6.04	1.30
XI. E. Facilities, Equipment	6.78	.52	6.70	.63	6.57	.79	6.22	1.20
XI. F. Student services	6.52	.85	6.43	.90	6.17	1.27	6.17	1.19

Note: Statistics are based on 23 respondents. Mean ratings less than 6.00 are shaded.

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TABLE XI. DISTANCE EDUCATION, Continued

Mean Ratings and Standard Deviations (S.D.) of Qualities Specified in the Federal Regulations

Standard	Essential		Relevant		Valid		Consistent	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
XI. G. 1. Equivalent resources	5.48	1.86	5.48	1.86	5.43	1.93	5.35	1.85
XI. G. 2. Training to access	6.43	.84	6.39	.84	6.39	.94	6.17	.98
XI. G. 3. Evaluates accessibility	6.26	1.36	6.35	.71	6.09	1.04	6.22	.85
XI. H. 1. Observable outcomes	6.83	.39	6.83	.39	6.39	.84	6.30	.82
XI. H 2. Assessed, Section VII	6.70	.56	6.65	.65	6.57	.73	6.48	.85
XI. I. Catalog and Publications	6.65	.71	6.61	.89	6.57	.90	6.70	.56
XI. J. 1. Management oversight	6.78	.42	6.70	.47	6.74	.54	6.48	.67
XI. J. 2. School responsible	6.96	.21	6.87	.46	6.74	.86	6.61	1.08

Note: Statistics are based on 23 respondents. Mean ratings less than 6.00 are shaded.

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STANDARD XII. APPLICATION AND REPORTING REQUIREMENTS

This standard is different from the others. It consists of a list of reports, forms, and exhibits that schools must submit to keep the Accrediting Commission informed of any changes affecting educational purposes, programs, administrative functions, or management. No question for students, graduates, or employers were derived from this standard.

The instructions for responding to this standard were different than for the 11 others. Instead of asking for ratings on the four qualities, administrators were instructed to draw a line through any report, form, or exhibit that they felt was "not essential and relevant to the accreditation of a school. Table XII shows the number of times each of the documents listed in Standard XII was crossed off.

Half of the 22 administrators who evaluated Standards VIII and XII did not cross off any of the documents. Some wrote "All are essential" or its equivalent on the form. The document that was crossed off most often, six times, was Facilities Expansion Report. The others that were crossed off three or four times were, in all but one case, the second or third part of the document.

These are the documents that were crossed off three or four times:

- Application for a Branch-Part II (3 times)
- Application for an Additional Location-Part II (4 times)
- Change of Location Report-Part II (4 times)
- Decentralized Facility Report (3 times)
- Substantive Change Report-Part III (3 times).

Table XII follows.

TABLE XII. APPLICATIONS AND REPORTING REQUIREMENTS

Number of Times a Report or Form Was Crossed Off Because It Was Not Considered Essential or Relevant to the Accreditation of a School

Report or Form	Crossed Off	Report or Form	Crossed Off
Additional Location Progress Report	2	Complaint Form	2
Advertising of Accredited Status	-	Completion and Placement Chart	-
Annual Report	-	Decentralized Facility Report	3
Application for a Branch-Part I	2	Enrollment Agreement Checklist	-
Application for a Branch-Part II	3	Facility Expansion Report	6
Application for Accreditation-Initial or Renewal	-	Faculty Personnel Report	1
Application for an Additional Location-Part I	2	Instructions for Financial Reporting	1
Application for an Additional Location-Part II	4	Minimum Cancellation and Settlement Policy	1
Application for Appeal of Commission Decision	-	New Program Report-Related Programs	-
Application for Approval of a Degree Program	-	Program Chart	-
Application for Clock Hour to Credit Hour Conversion	-	Self-Evaluation Report	1
Catalog Checklist	1	Staff Personnel Report	-
Change of Location Report-Part I	1	Student Complaint Exhibit	1
Change of Location Report-Part II	4	Substantive Change Report-Part I	1
Change of Name Report-Part I	2	Substantive Change Report-Part II	2
Change of Name Report-Part II	4	Substantive Change Report-Part III	3
Change of Ownership Report-Part I	1	Teach-Out Agreement Exhibit	2
Change of Ownership Report-Part II	2	Teach-Out Plan Exhibit	1

Note: Tallies were compiled from 22 completed questionnaires; 11 of the questionnaires had no reports or forms crossed off.

DISCUSSION AND CONCLUSIONS

Accrediting standards must, by their very nature, address all aspects of the condition and operation of a school that are likely to influence the quality of the education and training provided. Because they cover such a wide variety of topics, it is difficult to summarize the diversity of findings included in the 48 tables presented in this report.

Taken as a whole, the results indicate school administrators support almost all of the standards. None had mean ratings below 4.00, the defined midpoint of the scale. Over half (60%) had means of 6.00 or higher, indicating almost all the administrators gave the specific requirements the two highest ratings. The standards with many means below 6.00 tended to be caused by one or two administrators who gave very low ratings, 1 or 2, to almost all of the scales. One administrator who gave such ratings explained his/her responses as follows:

> The career college sector measures success in terms of outcomes: primarily placement, secondarily completion. Accreditation standards should focus on these results without being prescriptive regarding methods of their achievement. For example, good schools flourish based on industry, graduate, and student feedback. However, dictating the specific form of that feedback (viz. II.A.4.section) is inappropriate.

There were a few standards that had mean ratings less than 5.00. These were mainly in Standard II, Program Requirements, and X, Separate Facilities. For Standard II, the requirements that received the lowest ratings were II.A.5, regarding a library/resource center and II.B.1.b, regarding the measurement of degree programs in quarter or semester credit hours. The validity rating of the credit hour requirement had the lowest of any of the 780 mean ratings, 4.05, slightly above the defined midpoint of the scale. For Standard X, the low means were for X.A.3, the description of a decentralized facility; X.C.5, approval of only one branch or additional location in a two year period; and X.E, additional locations must have the same name as the main school. The Commission may want to explore further why these requirements received these lower ratings.

The results from current students, graduates, and employers indicate that the standards are producing the conditions and experiences they are designed to produce, *i.e.*, they are valid. For questions about the conditions of buildings and classrooms, the quality of instruction, the accuracy of information received prior to enrollment, and the similarity of branch and main facilities, three-quarters of more current students gave positive responses, with typically a

majority choosing the most positive response. Graduates were less likely to give the most positive response, but usually well over half chose the two positive responses. Far fewer questions derived from the standards were relevant to employers. Those that were asked yielded results that were compared to the results from graduates. The graduates and employers were typically very similar.

One question that was asked of all three groups provides a good example of the general pattern of results. This was a question on the length of the program students studied (Table 2.A1, p.6). This question had five response alternatives: the program was far too short, too short, just right, too long, and far too long. Among current students who had been in their programs long enough to answer this questions, 80 percent said the length was just right. In the other two groups, 64 percent of graduates and 70 percent of employers gave the same answer.

Two of the questions on awareness of required school policies were the only ones that yielded results suggesting the standards were not achieving their objectives. High percentages of current students (44%) and graduates (60%) reported they were not aware of the policy on maximum time frame for completion of programs. The comparable percentages on tuition refund were lower (current students 16%, graduates 46%) but still high, especially for graduates.

A preliminary report of these results was presented to the Commission at their August 1999 meeting. When the percentages on lack of awareness of these two policies were presented, it was noted by one Commissioner that most students are not impacted by these policies. Students who complete their programs within the normal length do not request refunds and are not warned about exceeding maximum lengths. Such students are not affected by these policies and consequently are unaware of them. This could explain why these questions yielded results so discrepant from the general pattern.

Taken as a whole, the results from administrators, current students, graduates, and employers warrant the following two general conclusions:

1. ***The specific requirements (the numbered paragraphs) within each standard are supported by the administrators who rated them. A majority of the standards received very strong support.***

2. ***The standards are producing the conditions and outcomes they are designed to produce.***

TECHNICAL NOTES

The results in this report are based on surveys conducted by the Center on Education and Training for Employment of The Ohio State University for the Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT) with the following samples:

- Administrators of all accrediting schools and colleges and corporate offices
- Current students of accredited schools
- Graduates of accredited schools
- Employers of the graduates who were surveyed

The surveys were first mailed in the last week of March 1999. A second mailing was made to 500 graduates and 500 employers who did not respond to the first mailing in the third week of May 1999. Follow-up reminders to school administrators were made by e-mail and by personal telephone calls from members of the Commission to the schools.

The letters to graduates and employers were sent first-class mail, with an inside address. The graduates' letters had his or her first name in the salutation, and included the name of the school the graduate had attended in the first paragraph of the letter. The employers' letters were addressed to "Employment Office" and listed the graduate hired by the employer and the school he or she attended in the first paragraph. The responses requested in the questionnaires, therefore, were with reference to identified schools and graduates.

The letters were sent on Ohio State letterhead, and a quarter was attached as an incentive for response. All of these features-first-class mail, personalization, university letterhead, and a monetary incentive-have been shown to increase response rates (Boser and Clark 1996, Green and Hutchinson 1996, Hopkins and Gullickson 1992). Unfortunately, the Commission did not have the home addresses of the graduates. What it had were the names and addresses of the employers that hired these graduates after they completed their programs, as reported by the schools from which they were graduated.

As shown in Table TN.1, 28 percent of the letters sent to graduates at their employers' addresses were returned as undeliverable. In addition, we suspect that many were delivered to employers where the graduates had already left. We think that at many of these addresses someone other than the graduates opened the letters took the quarters and threw the mailings away. We suspect

this, because the second mailing that was made to 500 graduates who had not responded to the first mailing or whose envelope had not been returned had an additional 162 envelopes returned as undeliverable. This represents almost one-third (32%) of those sent, which is a very high undeliverable rate for a second mailing.

The following table summarizes the numbers in the original samples and the response to these mailings.

Table TN.1: Samples for Mail Surveys, Undeliverable Envelopes, Usable Responses, and Response Rates

Sample	Number in Sample[a]	Un-deliverable	Usable Responses	Response Rate, %[b]
Administrator	800	3	221	27.6
Current Students	1508	NA	386	25.6
Graduates	1559	433	188	16.7
Employers	1559	231	250	18.8

[a]Excludes ITT schools that will no longer seek ACCSCT accreditation.
[b]Usable responses divided by original sample minus undeliverables.
NA = Not Applicable, questionnaires were distributed to students by school officials.

The standards that the administrators reviewed were divided so that no respondent was asked to evaluate more than three pages. This resulted in nine sets of standards that were each distributed to 88 or 89 administrators. Table TN.2 shows the manner in which the standards were divided and the number and percentage of completed questionnaires returned for each set.

Table TN.2: Response Rate for Each Set of Standards Evaluated by Administrators

Standard	N	%	Standard	N	%	Standard	N	%
I & III	24	27.1	IV	19	21.5	VIII & XII	22	24.9
II to B.1.g.	29	32.7	V & VI	26	29.4	X	19	21.5
II B.2. on	23	26.0	VII& IX	36	40.7	XI	23	26.0

The numbers in Table TN.2 are the total usable response sheets returned for the set of standards Not all who returned questionnaires rated all the specific requirements (the numbered paragraphs) within the set they evaluated. On Standards II and III, for example, there are standards that relate to degree programs. Some administrators skipped these standards and wrote in that they did not apply to their schools. The number of respondents to these standards, therefore, range for Standard II from 21 to 29 and for Standard III from 20 to 24.

The standards were divided into the sets shown in Table TN.2 to reduce the time it would take any one respondent to evaluate them. An attempt was made to make the sets as equal in length as possible. This objective was not fully achieved, and the sets differed somewhat in length. The length, the number of specific requirements administrators were asked to evaluate, influenced the response rates. The shortest of the sets was Standards VII and IX and this yielded the highest response rate, 41 percent. The longest was Standard IV, and its response rate was only 22 percent. Several administrators who were asked to evaluate Standards X, Separate Facilities, and XI, Distance Education, returned their response sheets unanswered noting that their schools did not have separate facilities or offer distance education and consequently they did not feel qualified to evaluate these standards.

Reliability of Results

Some questions that were asked both of current students and graduates provide evidence on the degree to which the answers from the two groups are consistent. These are questions that asked respondents to report behavior, either their own or their schools, rather than their attitudes. The results from these questions are compared in Table TN.3.

The only question in Table TN.3 in which there is a discrepancy of any magnitude is the one on externship/internship, and this is to be expected. Almost half of the current students are in the first half of their programs and will have externship/internship experiences in the second half. In fact, if the percentage of current students reporting externships/internships is doubled, it is identical to the percentage reported by graduates.

There is another criterion that can be used to test the accuracy of the answers to the question on having a high school diploma or its equivalent. That is the percentage of ability-to-benefit (ATB) students reported by the schools in their Annual Report to ACCSCT. For the 1998 school year-the year prior to the one in which current students were surveyed-the percentage of ATB students was 5.7. This is almost identical with the graduates and slightly higher than the

current students. Throughout the 1990s, the percentage of ATB students enrolled by the schools has been declining. It may be that the figure for the 1999 school year will be even closer to that obtained from the current students.

Table TN.3: Comparison of Results on Behavioral Questions, Current Students and Graduates

Respondents Reporting	Percent	
	Current	Graduates
Did not have a high school diploma or its equivalent	4.9	5.9
Being contacted because tuition was late	25.9	24.0
School often provided them information about need to repay loans	27.3	28.2
Attended a branch campus	10.3	6.9
Had an externship/internship	10.6	21.3
Took distance education courses	11.7	10.6
Base numbers for percentages	386	188

The final analysis of data consistency compared responses to the first and second mailings to graduates and employers. The second mailings were made seven weeks after the first mailings. At the time of the second mailing 151 usable graduate questionnaires had been returned. An additional 37 questionnaires were received by the end of July. For employers the returns were 195 to the first mailing and 55 to the second. Tables TN.4 shows comparisons of the results from the two mailings for 10 questions asked of graduates and three asked of employers.

The 13 questions in Table TN.4 all had response alternatives consisting of five-point scales. The results shown are the percent of respondents to each mailing who chose the two positive answers on these scales. For example, the first question in the table is from the graduate questionnaire concerning the accuracy and truthfulness of a school advertising. It should be recall that this question was asked in reference to the specific schools named in the letters to graduates and employers. The response alternatives to this question ranged from "Not at all accurate and truthful" to "Completely accurate." The results in the table are the percentages of respondents to the first and second mailing who selected the "Mostly accurate" and Completely accurate" alternatives.

Table TN.4: Comparison of Responses to First and Second Mailings, Graduates and Employers

Questions	Percent Responding Positively[a]	
	First	Second
Graduates		
Accuracy/truthfulness of advertising	63.6	75.0
How well informed at enrollment	72.2	72.2
Similarity of work to things studied	50.3	50.0
Similarity of equipment, school and job	47.0	36.2
Teaching ability of instructors	59.6	70.3
Relationship with instructors	68.2	83.7
School had sufficient equipment	70.0	78.4
Condition of building, classrooms, labs	57.4	59.4
Similarity of placement to what promised	48.6	54.3
Similarity of job to skills studied	46.9	42.4
Base numbers for percentages	151	37
Employers		
Training taught knowledge and skills	46.1	51.0
Graduate familiar with equipment	53.9	53.7
Accuracy of advertising (those who saw)	60.8	81.5
Base numbers for percentages	195	55

[a]Percentage choosing the two positive alternatives on five-point scales.

In the example cited, the respondents to the second mailing were 11 percentage points higher on the positive responses. For all 13 questions, the respondents to the second mailing were higher on seven, the respondents to the first were higher on two, and for four there was essentially no difference. Even on the questions where there are sizeable differences, they would not lead to different conclusions. The largest difference is for the employer question on advertising. The respondents to the second mailing were 21 percentage points higher than the respondents to the first mailing. The difference, however, is in degree of agreement, six out of ten or eight out of ten. The conclusion that most respondents feel that school advertising is truthful still holds.

The consistency of the data from current students and graduates, the confirmation with an external criterion, and the similarity of results from the first and second mailings are all evidence that the respondents are representative samples of the populations from which they were selected.

Questionnaires Used in Study

On the following pages are reproductions of the questionnaires used in the study.

The questionnaires sent to administrator were in two parts. The first part was a four-page booklet printed front and back. The first page, consisting of the instructions, was the same for all questionnaires and is reproduced on the next page. The remaining three pages reproduced verbatim the standards that the administrators were asked to evaluate. They were asked to record their ratings on a separate response sheets that made up the second part of the questionnaire. A copy of the response sheet for Standards I is reproduced. The sheets for all the other standards were identical except they had different numbered paragraphs as the rows, and the number of rows varied according to the number of these paragraphs.

There were two forms of the questionnaire for current students. The two forms were identical except for questions 9 and 12. The Current Student 1 form is reproduced on the following pages. The questions that were different in the Current Student 2 form were these:

9. How good are your instructors at teaching and explaining the skills you are studying?
- ❑ Very poor
- ❑ Poor
- ❑ Average
- ❑ Good
- ❑ Very good

12. Does the library/resource center have enough hours to allow you to get there outside of class hours?
- ❑ Hours are not at all adequate
- ❑ Hours are rarely adequate
- ❑ Hours are sometimes adequate
- ❑ Hours are usually adequate
- ❑ Hours are always adequate

Different forms of the questionnaires were used so that the total length of each could be limited to four pages. The actual questionnaires were four-page booklets printed front and back.

The questionnaire for graduates was also a four-page booklet printed front and back.

The questionnaire for employers was two pages printed front and back.

STANDARDS VALIDATION STUDY

Conducted for
Accrediting Commission of Career Schools and Colleges of Technology
by
Center on Education and Training for Employment
The Ohio State University

Instructions

An administrator at each school is being asked to evaluate sections of the standards currently being used by the Accrediting Commission. The standards have been divided so that no one administrator has to review more than three pages. Administrators were randomly assigned to the sections of the standards they are to evaluate. Your are asked to evaluate Standards [NUMBERS INSERTED] which are presented on the following pages.

Each standard is to be rated on four dimensions:

How essential is this standard to evaluating the quality of education and training provided by accredited schools?

Not at all Essential 1 2 3 4 5 6 7 Completely Essential

How relevant is this standard to the education and training need of students?

Not at all Relevant 1 2 3 4 5 6 7 Completely Relevant

How valid is this standard as a measure of the aspects of educational quality it is intended to measure?

Not at all Valid 1 2 3 4 5 6 7 Completely Valid

How consistently can this standard be applied to provide a reliable basis for determining the educational quality of different institutions?

Not at all Consistently 1 2 3 4 5 6 7 Completely Consistently

Reproduced on the following pages are the standards you are asked to evaluate. A separate response sheet is provided for your answers. On the response sheet, circle the numbers that you feel best describe each of the standards listed below.

When you have completed evaluating the standards, enclose the response sheets in the business reply envelope provided and mail to Ohio State University. You do ***not*** need to return these pages with the instructions and the standards you are asked to review.

RESPONSE SHEET FOR STANDARDS OF ACCREDITATION

I. CRITERIA FOR ELIGIBILITY

Respondent: _____ **School:** _____ **School No:** _____

Standard	Essential	Relevant	Valid	Consistently Applied
I. A. Eligibility Requirements	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
I. B. 1. Free standing	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
I. B. 2. More than one	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
I. C. 1. Administrative	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
I. C. 2. Resources	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
I. C. 3. Buildings	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
I. C. 4. Courses	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
I. D. Primary Objective	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

Please turn to other side.

[Response Sheet for Standard III was on the reverse side.]

School/College _____

Field of study/program _____

1. Before you choose your school, did you talk with someone from the school who described the programs and gave you reasons why you should enroll there?
❑ Yes ❑ No (**If No, skip to Q. 2**) ❑ Don't Know (DK), don't remember

↘ **If Yes,**	Yes	No	DK
a. Was the information about the school that was given to you complete and accurate?	❑	❑	❑
b. Were any extra charges and cost of training-in addition to tuition-explained to your before you enrolled?	❑	❑	❑
c. Did the person you talked with:			
-contact you near a welfare office, unemployment office or homeless shelter	❑	❑	❑
-make any promises about employment	❑	❑	❑
-offer you cash if you enrolled	❑	❑	❑
-help you to fill out forms to apply for financial aid	❑	❑	❑
-tell you negative things about any other school	❑	❑	❑
-encourage you to change your plans about attending a different school	❑	❑	❑
-encourage you to leave a different school	❑	❑	❑

2. When you applied for admission, did you have a high school diploma or a recognized equivalent, such as a GED diploma?
❑ Yes, **If Yes, skip to Q. 3**

❑ No **If No →**
a. Were you required to take a test to show that you would be able to do the work required by the program?
❑ Yes ❑ No ❑ Don't Know (DK), don't remember

b. Have you received any of the following types of assistance:

	Yes	No	DK
-academic advising and individual counseling	❑	❑	❑
-school contacts when you were absent	❑	❑	❑
-placement assistance	❑	❑	❑
-information on housing, transportation, and child care	❑	❑	❑

3. Listed below are three things that you should have received when you applied to attend your school. Please check if you received these things.

	Yes	No	DK
a. A receipt for any money that you gave the school	❑	❑	❑
b. An enrollment agreement, signed by you and a school official	❑	❑	❑
c. A catalog listing the current programs available at the school	❑	❑	❑

4. How accurate and truthful do you think the advertising for your school is?
- ❑ Not at all accurate and truthful
- ❑ A little accurate
- ❑ Somewhat accurate
- ❑ Mostly accurate
- ❑ Completely accurate
- ❑ Do not recall seeing advertising

5. When you enrolled, how well informed were you about your program and what would be required of you?
- ❑ I was not at all informed
- ❑ I was a little informed
- ❑ I was somewhat informed
- ❑ I was well informed
- ❑ I was completely informed

6. What is the scheduled length of the program you are studying?
- ❑ 6 months or less
- ❑ 7 to 12 months
- ❑ 13 to 18 months
- ❑ 19 to 24 months
- ❑ 25 months or more

7. What percentage of your program have you completed?
- ❑ Less than 1/4 (24% or less)
- ❑ Less than 1/2 (25-49%)
- ❑ Less than 3/4 (50-74%)
- ❑ More than 3/4 (75% or more)

8. Is the program you are studying the right length for you to learn what you will need to know to get a job that will be related to your training?
- ❑ Length is much too short
- ❑ Length is too short
- ❑ Length is just right
- ❑ Length is too long
- ❑ Length is much too long
- ❑ Don't know, have not been in program long enough

9. Does your school have an adequate number of instructors to teach the skills you are studying?
- ❑ School needs far more instructors
- ❑ School needs more instructors
- ❑ School has enough instructors
- ❑ School has more instructors than it needs

10. With about how many of your instructors would you say you have a good working relationship?
- ❑ None
- ❑ A few
- ❑ About half
- ❑ Most
- ❑ All

11. Does your school have sufficient equipment for you to get the amount of practice in the use of the equipment that you need?
- ❑ Never get practice I need
- ❑ Rarely get practice I need
- ❑ Sometimes get practice I need
- ❑ Usually get practice I need
- ❑ Always get practice I need

12. How often does your school require that safety devices be used when equipment is operated?
- ❑ Never
- ❑ Rarely
- ❑ Sometimes
- ❑ Usually
- ❑ Always

13. When you go to the library/resource center, how often can you find what you need for your classes?
- ❑ Never find what I need
- ❑ Rarely find what I need
- ❑ Sometimes find what I need
- ❑ Usually find what I need
- ❑ Always find what I need

14. If you need assistance in the library/resource center, how easy is it to get someone to help you?
- ❑ Assistance is never available
- ❑ Can rarely find anyone
- ❑ Assistance is sometimes available.
- ❑ Assistance is usually available
- ❑ Assistance is always available

15. How would you describe the buildings, classrooms, and laboratories at your school?
- ❑ Very poor condition
- ❑ Poor condition
- ❑ Fair condition
- ❑ Good condition
- ❑ Very good condition

16. How would you describe the average daily attendance in your classes?
- ❑ Several absent almost every day
- ❑ Several absent on some days
- ❑ A few absent on several days
- ❑ A few absent a few days
- ❑ Almost no one is ever absent

17. Are you satisfied with how frequently you receive reports on your progress in your program?
- ❑ Prefer much more frequent reporting
- ❑ Prefer more frequent reporting
- ❑ Level of reporting is adequate
- ❑ Do not need as many reports as I receive

18. Does your school have a policy and procedure for responding to student complaints?
- ❑ Never heard of such a policy
- ❑ Have heard of such a policy, but I have never seen it
- ❑ Has a policy and I have seen it in printed material from the school

19. Does your school have a probation policy to warn students who are not making satisfactory progress that they could be terminated?
- ❑ Never heard of such a policy
- ❑ Have heard of such a policy, but I have never seen it
- ❑ Has a policy and I have seen it in printed material from the school

20. Does your school have a policy that you have to finish your program within a time period that is one and one-half time the normal length of the program?
- ❑ Never heard of such a policy
- ❑ Have heard of such a policy, but I have never seen it
- ❑ Has a policy and I have seen it in printed material from the school

21. Does your school have a tuition refund policy for students who withdraw before completing their programs?
- ❑ Never heard of such a policy
- ❑ Have heard of such a policy, but I have never seen it
- ❑ Has a policy and I have seen it in printed material from the school

22. Has your school ever contacted you to request payment because your tuition was late?
- ❑ No such contacts
- ❑ Yes, contact was polite, business-like
- ❑ Yes, contact was not too bad
- ❑ Yes, contact was threatening, unpleasant

23. How often does your school provide you with information about the need to repay any loans that you have taken to pay for your training?
- ❑ Never
- ❑ Rarely
- ❑ Sometimes
- ❑ Often

Answer the questions on this page only if you had the experiences listed below at the school/college you wrote in on the first page of the questionnaire.

Answer this question only if you are attending a branch campus.

24. How similar are the student services (advising, counseling, financial aid, job placement, etc.) at the branch to those at the main campus?

- ❑ Not at all similar
- ❑ Somewhat similar
- ❑ Completely similar
- ❑ Do not know what is available at main campus

Answer these question only if you have had an externship/internship.

25. Was there a written plan for your internship/externship?

❑ Yes ❑ No ❑ Don't know

↘**If Yes,** a. Did the plan specify a regular employee who acted as a mentor and participated in your evaluation?

❑ Yes ❑ No ❑ Don't know

Answer these question only if you are taking or have taken an English as a Second Language (ESL) program.

26. How much of the instruction in your ESL program is [was] in English?

- ❑ None is [was] in English
- ❑ Very little is [was] in English
- ❑ About half is [was] in English
- ❑ Most is [was] in English
- ❑ All is [was] in English

27. Were you tested at the start of your ESL program?

❑ Yes ❑ No ❑ Don't remember

Answer the question in the next column only if you are taking or took a distance education program, one where you did not go to classes, but studied on your own.

Distance Education

28. Before you enrolled for this program did you have to take any tests or show in other ways you could benefit from it?

❑ Yes ❑ No ❑ Don't remember

29. How satisfactory are [were] the services (tutoring, advising, financial aid, job placement, etc.) available to you?

- ❑ Not at all satisfactory
- ❑ Somewhat satisfactory
- ❑ Mostly satisfactory
- ❑ Completely satisfactory

30. How similar are [were] the learning resources available to you compared to those available to students who were taking regular classes?

- ❑ Not at all similar
- ❑ Somewhat similar
- ❑ Completely similar
- ❑ Do not know what is available to those taking regular classes

31. How similar are the skills and knowledge you are learning or learned compared to those learned by students taking regular classes?

- ❑ Not at all similar
- ❑ Somewhat similar
- ❑ Completely similar
- ❑ Do not know what those taking regular classes learn

32. How completely and accurately did the school catalog and other publications describe the program you are taking [took]?

- ❑ Not at all accurate
- ❑ A little accurate
- ❑ Somewhat accurate
- ❑ Mostly accurate
- ❑ Completely accurate

Standards Study **Graduate Form**

Name _____ School/College _____

Field of study/program _____

1. When you applied for admission, did you have a high school diploma or a recognized equivalent, such as a GED diploma?

❑ Yes, **If Yes, skip to Q. 2**

❑ No **If No →** a. Were you required to take a test to show that you would be able to do the work required by the program?
❑ Yes ❑ No ❑ Don't Know (DK), don't remember

b. Did you receive any of the following types of assistance:

	Yes	No	DK
-academic advising and individual counseling	❑	❑	❑
-school contacts when you were absent	❑	❑	❑
-placement assistance	❑	❑	❑
-information on housing, transportation, and child care	❑	❑	❑

2. Listed below are three things that you should have received when you applied to attend your school. Please check if you received these things.

	Yes	No	DK
a. A receipt for any money that you gave the school	❑	❑	❑
b. An enrollment agreement, signed by you and a school official	❑	❑	❑
c. A catalog listing the current programs available at the school	❑	❑	❑

3. How accurate and truthful do you think the advertising for your school was?

❑ Not at all accurate and truthful
❑ A little accurate
❑ Somewhat accurate
❑ Mostly accurate
❑ Completely accurate
❑ Do not recall seeing advertising

4. When you enrolled, how well informed were you about your program and what would be required of you?

❑ I was not at all informed
❑ I was a little informed
❑ I was somewhat informed
❑ I was well informed
❑ I was completely informed

5. What was the scheduled length of the program you studied?

❑ 6 months or less
❑ 7 to 12 months
❑ 13 to 18 months
❑ 19 to 24 months
❑ 25 months or more

6. Was the program you studied the right length for you to learn what you needed to know to get a job that was related to your training?

❑ Length was much too short
❑ Length was too short
❑ Length was just right
❑ Length was too long
❑ Length was much too long

7. When you started working, how similar were the things you had studied to what you were asked to do on the job?
- ❑ None of the things were similar
- ❑ A few things were similar
- ❑ About half was similar
- ❑ Most things were similar
- ❑ Everything was similar

8. When you started working, how similar did you find the equipment you used on the job to the kind that you had studied and used in your classes?
- ❑ None was similar
- ❑ A little was similar
- ❑ About half was similar
- ❑ Most was similar
- ❑ All was similar

9. Did your school have an adequate number of instructors to teach the skills you were studying?
- ❑ School needed far more instructors
- ❑ School needed more instructors
- ❑ School had enough instructors
- ❑ School had more instructors than it needed

10. How good were your instructors at teaching and explaining the skills you studied?
- ❑ Very poor
- ❑ Poor
- ❑ Average
- ❑ Good
- ❑ Very good

11. With about how many of your instructors would you say you had a good working relationship?
- ❑ None
- ❑ A few
- ❑ About half
- ❑ Most
- ❑ All

12. Did your school have sufficient equipment for you to get the amount of practice in the use of the equipment that you needed?
- ❑ Never got practice I needed
- ❑ Rarely got practice I needed
- ❑ Sometimes got practice I needed
- ❑ Usually got practice I needed
- ❑ Always got practice I needed

13. When you went to the library/ resource center, how often could you find what you needed for your classes?
- ❑ Never found what I needed
- ❑ Rarely found what I needed
- ❑ Sometimes found what I needed
- ❑ Usually found what I needed
- ❑ Always found what I needed

14. How would you describe the buildings, classrooms, and laboratories at your school?
- ❑ Very poor condition
- ❑ Poor condition
- ❑ Fair condition
- ❑ Good condition
- ❑ Very good condition

15. How would you describe the average daily attendance in your classes?
- ❑ Several absent almost every day
- ❑ Several absent on some days
- ❑ A few absent on several days
- ❑ A few absent a few days
- ❑ Almost no one was ever absent

16. Were you satisfied with how frequently you received reports on your progress in your program?
- ❑ Prefer much more frequent reporting
- ❑ Prefer more frequent reporting
- ❑ Level of reporting was adequate
- ❑ Did not need as many reports as I received

17. Did your school have a policy and procedure for responding to student complaints?
- ❑ Never heard of such a policy
- ❑ Heard of such a policy, but never saw it
- ❑ Had a policy and I saw it in printed material from the school

18. Did your school have a probation policy to warn students who were not making satisfactory progress that they could be terminated?
- ❑ Never heard of such a policy
- ❑ Heard of such a policy, but never saw it
- ❑ Had a policy and I saw it in printed material from the school

19. Did your school have a policy that you had to finish your program within a time period that was one and one-half time the normal length of the program?
- ❑ Never heard of such a policy
- ❑ Heard of such a policy, but never saw it
- ❑ Had a policy and I saw it in printed material from the school

20. Did your school have a tuition refund policy for students who withdrew before completing their programs?
- ❑ Never heard of such a policy
- ❑ Heard of such a policy, but I never saw it
- ❑ Had a policy and I saw it in printed material from the school

21. Did your school ever contact you to request payment because your tuition was late?
- ❑ No such contacts
- ❑ Yes, contact was polite, business-like
- ❑ Yes, contact was not too bad
- ❑ Yes, contact was threatening, unpleasant

22. How often did your school provide you with information about the need to repay any loans that you had taken to pay for your training?
- ❑ Never
- ❑ Rarely
- ❑ Sometimes
- ❑ Often

23. When you completed your program, did you receive a transcript from your school that contained information about when you attended, credits or hours of study, and your grades?
❑ Yes ❑ No ❑ Don't remember

24. When you completed your program, how similar were the placement services you received to those you had been promised when you enrolled?
- ❑ Not at all similar
- ❑ A little similar
- ❑ Somewhat similar
- ❑ Mostly similar
- ❑ Completely similar

25. When you completed your program, how similar was the job you obtained to the skills you had studied in your program?
- ❑ Was not able to get a job
- ❑ Job was totally different
- ❑ Job was a little similar
- ❑ Job was somewhat similar
- ❑ Job was quite similar
- ❑ Job was identical

26. Did the occupation you studied have a state licensing examination that you had to pass?
❑ Yes ❑ No ❑ Don't know

If Yes, a. Did you pass that examination?
- ❑ Did not take the examination
- ❑ Did not pass it yet, will retake it
- ❑ Passed the examination

Answer the questions on this page only if you had the experiences listed below at the school/college you wrote in on the first page of the questionnaire.

Answer this question only if you attended a branch campus.

27. How similar were the student services (advising, counseling, financial aid, job placement, etc.) at the branch to those at the main campus?

- ❑ Not at all similar
- ❑ Somewhat similar
- ❑ Completely similar
- ❑ Do not know what was available at main campus

Answer these question only if you had an externship/internship.

28. Was there a written plan for your internship/externship?

❑ Yes ❑ No ❑ Don't know

↘**If Yes,** a. Did the plan specify a regular employee who acted as a mentor and participated in your evaluation?

❑ Yes ❑ No ❑ Don't know

Answer these question only if you took an English as a Second Language (ESL) program.

29. How much of the instruction in your ESL program was in English?

- ❑ None was in English
- ❑ Very little was in English
- ❑ About half was in English
- ❑ Most was in English
- ❑ All was in English

30. Were you tested at the start of your ESL program?

❑ Yes ❑ No ❑ Don't remember

a. Were you tested at the end?

❑ Yes ❑ No ❑ Don't remember

Answer the question in the next column only if you took a distance education program, one where you did not go to classes, but studied on your own.

Distance Education

31. Before you enrolled for this program did you have to take any tests or show in other ways you could benefit from it?

❑ Yes ❑ No ❑ Don't remember

32. How satisfactory were the services (tutoring, advising, financial aid, job placement, etc.) available to you?

- ❑ Not at all satisfactory
- ❑ Somewhat satisfactory
- ❑ Mostly satisfactory
- ❑ Completely satisfactory

33. How similar were the learning resources available to you compared to those available to students who were taking regular classes?

- ❑ Not at all similar
- ❑ Somewhat similar
- ❑ Completely similar
- ❑ Do not know what was available to those taking regular classes

34. How similar are the skills and knowledge you learned compared to those learned by students who were taking regular classes?

- ❑ Not at all similar
- ❑ Somewhat similar
- ❑ Completely similar
- ❑ Do not know what those taking regular classes learned

35. How completely and accurately did the school catalog and other publications describe the program you took?

- ❑ Not at all accurate
- ❑ A little accurate
- ❑ Somewhat accurate
- ❑ Mostly accurate
- ❑ Completely accurate

Thank you for participating in this study.

Standards Study **Employer Form**

Company _____

Employee _____

School employee attended _____

1. When the employee listed above applied for a job did he/she present a transcript or did you request one from the school the employee attended?
- ❑ Employee presented transcript
- ❑ Requested transcript from school
- ❑ Never saw transcript
- ❑ Don't remember, have no information about transcripts

2. When this employee was initially hired, how well had his/her training taught the knowledge and skills needed for the job?
- ❑ Training taught none of the needed skills and knowledge
- ❑ Training taught a little of the needed skills and knowledge
- ❑ Training taught about half of the needed skills and knowledge
- ❑ Training taught most of the needed skills and knowledge
- ❑ Training taught all of the needed skills and knowledge

3. When originally hired, how familiar was this employee with the equipment he/she needed to use?
- ❑ Not familiar with any
- ❑ A little familiar
- ❑ Familiar with some
- ❑ Familiar with most
- ❑ Familiar with all

4. Did this employee have an internship or cooperative education placement with your company while still attending school?

❑ Yes ❑ No ❑ Don't know

↘**If Yes,** a. Was there a written plan for the internship/placement?

❑ Yes ❑ No ❑ Don't know

↘**If Yes,** b. Did the plan specify a regular employee who would oversee the student's experience and participate in his/her evaluation?

❑ Yes ❑ No ❑ Don't know

5. Was the program this employee studied the right length to teach the skills needed for initial employment with your company?
- ❑ Length was much too short
- ❑ Length was too short
- ❑ Length was just right
- ❑ Length was too long
- ❑ Length was much too long

Please turn to other side.

6. How likely is it that your company would you have hired this employee if he/she had not received training at the school indicated above?

- ❑ No possibility would have been hired without the training
- ❑ Unlikely would have been hired without the training
- ❑ Uncertain, cannot say
- ❑ Likely would have been hired without the training
- ❑ Almost certainly would have been hired without the training

7. Do you recall ever seeing any advertising for the school this employee attended?

❑ Yes ❑ No ❑ Don't know

If Yes, a. How accurate and truthful do you think that advertising was?

- ❑ Not at all accurate and truthful
- ❑ A little accurate
- ❑ Somewhat accurate
- ❑ Mostly accurate
- ❑ Completely accurate

8. Please use the space below to make any suggestions you may have for improving the training provided by the school indicated above.

Thank you for participating in this study.

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